A PUBLIC SCHOOL BUILDING PROGRAM

For the Moweaqua Community Unit District

Based on a Study
of School Housing Needs

By

Citizens, Teachers, and Pupils
and
The College of Education, University of Illinois
1948-1949

Field Service Division, Bureau of Research and Service
College of Education, University of Illinois
Urbana, Illinois : 1949

A PUBLIC SCHOOL BUILDING PROGRAM FOR THE MOWEAQUA COMMUNITY UNIT SCHOOL DISTRICT 6A

Based on
A Study of School Housing Needs

Made for
The Moweaqua, Illinois, Board of Education

William Harris, President
James E. Hodges, Secretary
U. J. Austin
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And

I. D. Baker, Superintendent of Schools

By

Citizens, Teachers, and Pupils
With the Assistance of
The College of Education
University of Illinois

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CONTENTS

PREFACE

Early in July, 1948, Mr. I. D. Baker, Superintendent of the Moweaqua Community Unit Schools, wrote to Dr. F. G. Cornell, Director of the Bureau of Research and Service, requesting an exploratory visit by representatives of the Bureau staff for the purpose of planning for field service from the Bureau during the initial year of the new unit and to assist in establishing a program of lay advisory participation in educational planning.

On July 23, Dr. Van Miller and Mr. A. E. Pierce of the University staff met with the Moweaqua Board of Education and a group of interested local citizens representing various community organizations and geographical areas. The discussions at this meeting indicated a need for a long range building program accompanied by a critical evaluation of the educational program.

One week after the Moweaqua meeting the Board of Education filed a request for the Bureau services in conducting a survey of building needs. Dr. M. R. Sumption outlined the conditions of the survey arrangements which included the participation of the teaching staff and various community groups in the project. On August 11 Mr. Baker notified the Bureau of the acceptance by the Moweaqua Board of Education of the proposals made by the Bureau. The study was to be carried on within the academic year 1948-49.

The development of a sound long range building program requires the collection and classification of many types of data. Most of the data included in the report has been collected by local committees. This information must be checked, analyzed, and interpreted, and inferences drawn relative to the problem of school housing. The long range building program presented in this report is a result of careful professional judgments based on the assembled data.

The survey staff is deeply indebted to Mr. I. D. Baker and the local Moweaqua committees who cooperatively engaged in the collection of the fundamental information and data.

C. E. Dannenfeldt
Director of the Survey

Urbana, Illinois
June 15, 1949

MEMBERSHIP OF GROUPS PARTICIPATING IN THE MOWEAQUA SURVEY

Citizens' Committee

Mr. Orlando Bohlen
Mrs. Marjorie Brown
Mrs. Floyd Cox
Mr. Don Drew
Mrs. Haldon Gorden
Mrs. Clarence Lambdin

Teachers' Committee

Mr. Lester Burton
Mr. A. A. Cacherat
Mr. Paul Gorman
Mr. A. A. McCarty
Miss Maurine Moore
Mrs. Adith Poole

Students' Committee

Evelyn Darling
Haldon Funk
Barbara Gregory
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Norma Zindel

University of Illinois Staff

C. E. Dannenfeldt
J. L. Landes
C. W. Odell
J. H. Shores
M. R. Sumption

LIST OF MAPS

LIST OF TABLES

LIST OF TABLES (Cont.)

Chapter I

THE MOWEAQUA COMMUNITY

The Moweaqua Community is composed of the village of Moweaqua and the rich agricultural land which surrounds it. The village itself is in the extreme northwest corner of Shelby county in Central Illinois. The community is comprised of a portion of the eastern part of Christian County, the southern part of Macon county, and the northwest area of Shelby County. The community has a population of approximately 3,000 persons chiefly engaged in agriculture and activities related to agriculture. Numerous stores and small businesses providing services and supplies to the residents of the community are located within the village. The village is located slightly north and west of the geographical center of the school district, and is fifteen miles directly south of Decatur, Illinois, a city of 65,000 population.

Early History of the Community

The original settlers of Moweaqua migrated from the states of Indiana and Kentucky in 1849 seeking improved living conditions and opportunities for themselves and their families. The majority of these early pioneers came from north and northwestern Kentucky. The name of Moweaqua is derived from an Indian word meaning "Muddy Water" and refers to the Flat Branch Creek area surrounding the village. At the time of the first settlement a friendly tribe of Indians, called the Sacs, were living on a reservation three-fourths of a mile west of the village. The chief occupations of the early pioneer settlers were farming and cattle raising.

In 1854, the Illinois Central Railraod, passing from New Orleans to Chicago and Sioux City constructed its roadbed, laid track and established train service. The population of the settlement at this time numbered between 300 and 400 people. The establishment of train service resulted in an increase in population as was customary in pioneer days with the coming of the railroad.

Moweaqua had several early industries which flourished for a time and then ceased to operate. Ayars Saw Mill was established in 1870 and operated for a number of years. In 1893, Coffmans Flour Mill was established and flourished for a time. Portions of the structure still remain and the present Coffman Brothers combined grocery and feed store is conducted on the same site.

The largest industrial venture to develop in Moweaqua was a coal mine initiated in 1890. A mine shaft was sunk in that year

and the first coal was produced in 1891. The operation of the mine continued for more than a quarter of a century and the population of the Moweaqua community was increased by the addition of mine workers, including some European emigrants and their families, and experienced mine workers from other coal fields. In 1932, after the mine had been closed for several years, volunteer workers were going into the mine to prepare it for renewal of operation, when a major disaster in the form of an explosion occurred. Fifty-four people in the mine at that time were killed. Although the mine remained open for a time, it was later closed and no further efforts to resume operation have been attempted.

Other industrial developments in Moweaqua have been, a brick factory which was in operation in 1900, and a tilemill which began production in 1904. Neither of these industries were able to continue and are not operating at the present time. The most recent industrial development has been the discovery of the oil pool in the west part of Christian county which was opened in the fall of 1948.

Except for a possible extension of the oil producing facilities near Moweaqua, the possibility of any industrial extension which would affect the community materially is highly improbable. Moweaqua will continue to serve the community needs for services and supply to an agricultural area.

The major churches of the town, including, the Baptist, Methodist, Presbyterian, Christian, and Catholic churches, were all established prior to 1895. The Nazarene church was established later. All are located at their original sites, except the Presbyterian church, which was moved in later years. The north cemetery was the original cemetery of the town. The land for the west cemetery was donated by R. I. Smith, a settler from Kentucky.

Some of the early settlers of Moweaqua were: Dr. Casselwood, Captain Carmnell, Dr. Bush, B. H. McHenry, Wash Gregory, G. M. Kaiser, I. R. McKets, Bob Stine, undertaker who established the present Stine Funeral Home, H. Day, B. F. Ribelin, and V. Snyder, the banker.

Educational Development

The history of education in the community closely parallels the common pattern of educational development in the Midwest during the late nineteenth and early twentieth centuries. The first school building to serve the pupils of Moweaqua was situated north of the present site of the village. It was a one-room structure built of logs, and was established before the village was laid out. The second building was located near or on the site of the present J.E. Thomas residence. The third school building was

built on the corner opposite the present Methodist church of Moweaqua. This building was a two story structure with one classroom and an assembly room upstairs, and additional classrooms on the first floor, and was constructed in approximately the year 1860.

The original portion of the present Moweaqua school building was constructed in the year 1890, and consisted of six classrooms which was adequate to accommodate both the grade and high school students. In ten years, the school population had increased sufficiently to necessitate additional space. In 1901, the extension consisting of three additional classrooms and an assembly room was completed.

At that time, the first and second grades were housed in the newly constructed first floor rooms, and grades 3 to 5 inclusive on the lower floor in the remaining rooms. Grades 6 to 8 inclusive were located in the older section of the building on the second floor, with the 7th and 8th grades a combined room. The high school classes were conducted in the two remaining classrooms and assembly room. The Superintendent, and two teachers conducted all of the classes in the high school. A departmental plan of instruction was inaugurated for grades 6, 7, and 8 in 1910.

In 1920, the older portion of the building was remodeled to make the lighting comply with the new state requirements. The two front rooms were changed and extended on both sides making four rooms on the front, with entrance and stairs in the middle. At this time, the 7th and 8th grades were separated and there were eight grade school teachers, one of whom continued to teach a high school subject. This gave the high school another room upstairs and the north basement was made into a science room. By this time, the high school faculty had increased to five members and the assembly room was used for a study room only.

The school records indicate that the following individuals acted as the Superintendent of Schools in Moweaqua: Mr. Carl and Mr. Rodenberger, then Mr. William McGinley, Mr. William Harris, Mr. E. L. Lawson, Mr. C. W. Yerkis, Mr. M. L. McMann, Mr. Uphoff, Mr. J. F. Hickman, Mr. Carem Waller. During Mr. Waller's superintendency in 1936, the Moweaqua Community High School District was organized as District 191, and District 177 continued to provide for elementary educational facilities only. Mr. Waller continued to serve as Superintendent for both the grade and high schools. Mr. McClure followed Mr. Waller as Superintendent who was succeeded by Mr. D. A. Zook.

An increase in school enrollments, especially in the high school necessitated a program of building expansion, and in 1924 an additional building consisting of a combined auditorium-gymnasium and classrooms was constructed at a cost of approximately

$60,000. The high school has utilized this building for physical education, home economics, English and science classes. The building is also used for athletic contests, dramatics, concerts and other extra curricular activities.

The program of reorganization of Illinois schools has affected the Moweaqua Community. In 1946, three Consolidated School Districts were formed in the community area effecting a consolidation of numerous common school districts. These consolidations affecting only the elementary school facilities were: the Moweaqua Consolidated Unit, the Penn Township Consolidated District, and the Flat Branch Township Consolidated School District. Further school reorganization occurred in the community in 1948, when the Moweaqua Community Unit District Number 6A was developed. The new district included approximately the same territory included in the former Community High School District, which also covered most of the same territory included in the elementary school consolidations mentioned earlier.

The Population of Moweaqua Community

The population of the Moweaqua community increased slowly during the early years following its establishment. Some acceleration of growth developed with the coming of the railroad in 1854 and the opening of the mine in 1890. The population growth reached its climax in the year 1920 at the height of the operations of the Moweaqua coal mine.

Table I indicates the population figures for the Moweaqua community, the census years 1920 - 1950, which are estimated on the basis of U. S. Census Reports. The 1950 figure is an estimate based upon the number of customers of utility services. As the district area lies in three counties and includes portions of a number of townships, actual figures for the entire community area are not available. According to Table I a population decline occurred in the census year 1930 and 1940, which is attributed to the closing of the mine. This loss was regained during the war years as indicated by the 1950 estimates.

Since 1940, the industrial growth of the city of Decatur and housing shortage has resulted in persons working in Decatur and commuting there from homes established in Moweaqua.

The people of the community are conservative in character, and are of similar ancestral backgrounds. Most of the people in the community are native born, although there are some second generation citizens of foreign extraction. The number of residents of foreign extraction has diminished since the mine ceased operating.

TABLE I. POPULATION OF MOWEAQUA SCHOOL DISTRICT 6A BY DECADES 1920 THROUGH 1950

Census Year	Population	Change from Preceding Census	
		Amount	Per Cent
1920	3,315		
1930	3,055	Decrease 260	- 7.8
1940	2,733	Decrease 322	-10.55
1950*	2,946	Increase 213	+ 7.7

* Estimate based upon utility services, U. S. Census Reports.

Religious, Recreational and Social Facilities

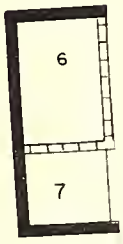
Adequate religious facilities are furnished the Moweaqua community by eight urban and five rural churches. The rural churches are especially strong with active congregations, and large functioning youth groups. The churches of the area have operated, during the past ten years, a soft ball league under the auspices of an organized association. They have constructed a lighted ball park and play a regular summer schedule of games, which attracts large crowds and serves as an excellent recreational facility during the summer months.

The American Legion owns its own building in the uptown district, and operates, for the benefit of the youth of the community, a Teen Club meeting each Thursday evening. Moweaqua has an organized park district, which is supported by public taxation and operates a regular summer recreational program with a paid instructor for the children of the area. The park is currently being improved with flower beds, and an amphitheatre which is to seat people for events such as band concerts, and other community entertainments.

Moweaqua has a well staffed hospital of twenty-seven beds, which has been in operation since 1924. This hospital draws patients from Moweaqua and the surrounding rural area. Dr. J. L. Sparling, veteran physician of the community, founded the hospital and has been its sponsor ever since. Associated with him as a doctor in the community is Dr. K. L. Pistorius.

Transportation

The Moweaqua community is served by the Illinois Central Railroad, which operates under a state franchise granted when it was constructed through the area in 1854. Both freight, mail and passenger services are provided. Additional passenger transportation services are provided by the Trailways Bus Lines, operating on Route 51. Motor freight lines operating in the area furnish drayage and freight facilities for the community.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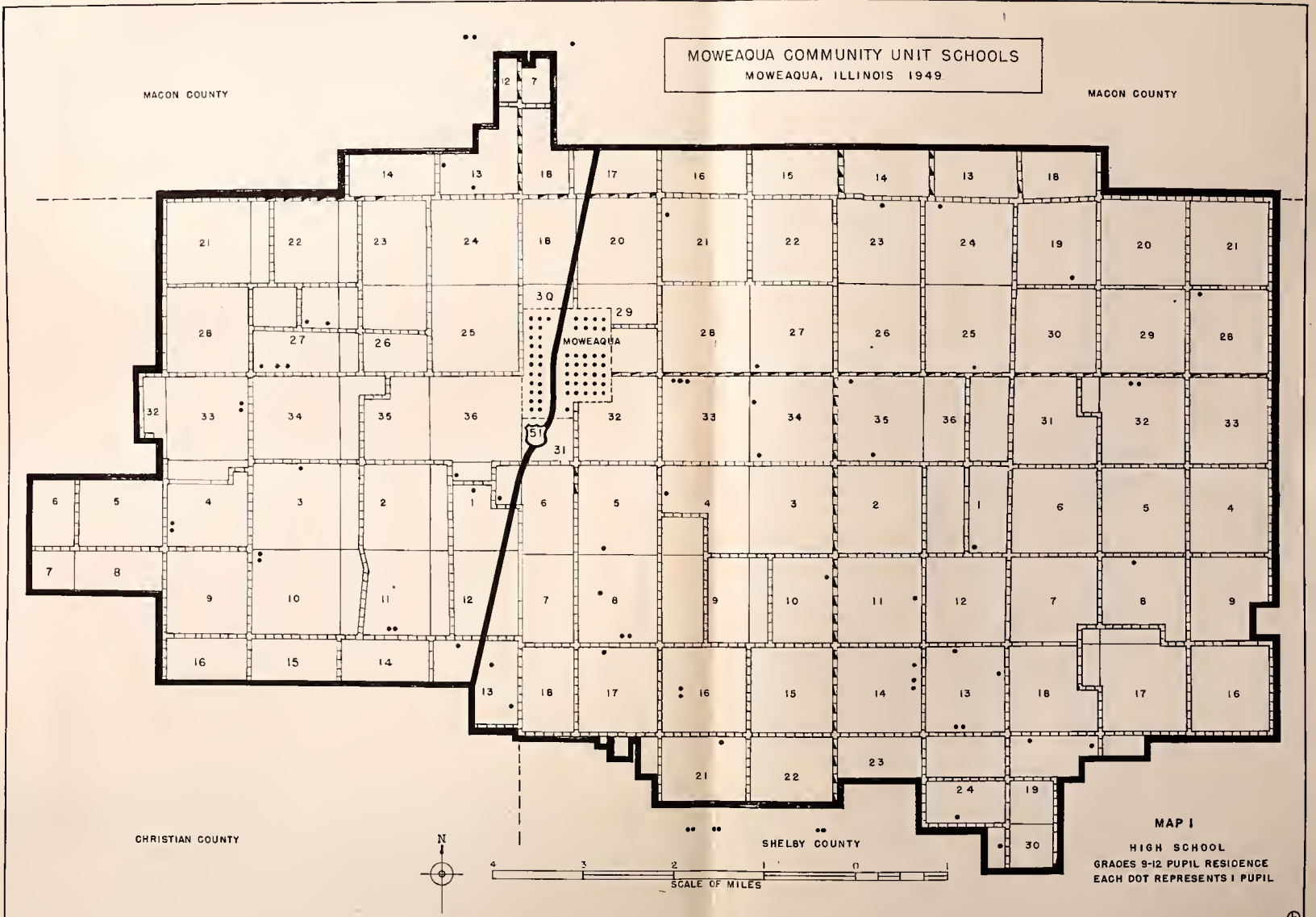

MOWEAQUA COMMUNITY UNIT SCHOOLS
MOWEAQUA, ILLINOIS 1949
MACON COUNTY
MACON COUNTY
MOWEAQUA
CHRISTIAN COUNTY
SHELBY COUNTY
N
4 3 2 1 0 1
SCALE OF MILES
MAP I
HIGH SCHOOL
GRADES 9-12 PUPIL RESIDENCE
EACH DOT REPRESENTS I PUPIL

Chapter II

THE SCHOOL POPULATION

The number of pupils and the distribution of the school population are both significant factors in planning the school building program. These factors influence the size of the school buildings needed, the selection of their locations, and indirectly their design. Since present practices in school building construction usually result in structures that are to be used for several decades, it is especially important to plan them in terms of long range enrollment estimates.

Public school enrollments are directly influenced by population growth, population mobility, birth-rates, enforcement of school attendance laws, and the holding power of the school program. These factors have been considered in compiling the information, and predictions are included in this section of the survey.

The distribution of the school population in the school area has been plotted during the survey, on Maps I and II included in this section.

Trends In School Enrollment

The Moweaqua Community Unit District Number 6A is in its first year of operation, and as a result, the comparison of present enrollments with those of past years has been a difficult task. The records include enrollment figures from the Moweaqua elementary school, and thirteen common school districts, plus the overlying Moweaqua Community High School District.

The present school enrollment for the year 1948-49 is shown on Table II. The distribution of the pupils is according to age and sex, and indicates no regular pattern of increase or diminishment. It is well to point out that the large first grade group is an indication of increased future school enrollment.

Table III presents the school enrollment by grades and according to rural or urban pupil residence. The table shows a total school population for the school year 1948-49 of 488 students. A total of 212 or 43.4 per cent of the total enrollment are urban residents and 276 or 56.6 per cent are rural residents.

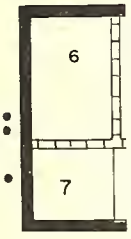
The distribution of high school pupils according to residence is shown on Map I. Of the total high school enrollment 76 or 55.1 per cent are rural residents and all of these live within a radius of ten miles from school. Each dot on the map indicates the residence of one high school student.

TABLE II. ENROLLMENT BY GRADES AND SEX IN THE MOWEAQUA COMMUNITY UNIT DISTRICT FOR THE SCHOOL YEAR 1948-49

Grade	Boys	Girls	Total
1	26	26	52
2	22	23	45
3	18	19	37
4	27	21	48
5	23	17	40
6	17	22	39
7	21	17	38
8	28	23	51
9	19	22	41
10	16	19	35
11	15	12	27
12	13	22	35
Total	245	243	488

TABLE III. ENROLLMENTS BY GRADES ACCORDING TO URBAN AND RURAL RESIDENCE IN THE MOWEAQUA UNIT 1948-49

Grade	Urban	Rural	Total
1	23	29	52
2	12	33	45
3	16	21	37
4	23	25	48
5	17	23	40
6	15	24	39
7	15	23	38
8	29	22	51
9	19	22	41
10	20	15	35
11	8	19	27
12	15	20	35
Total	212	276	488
	43.4 per cent	56.6 per cent	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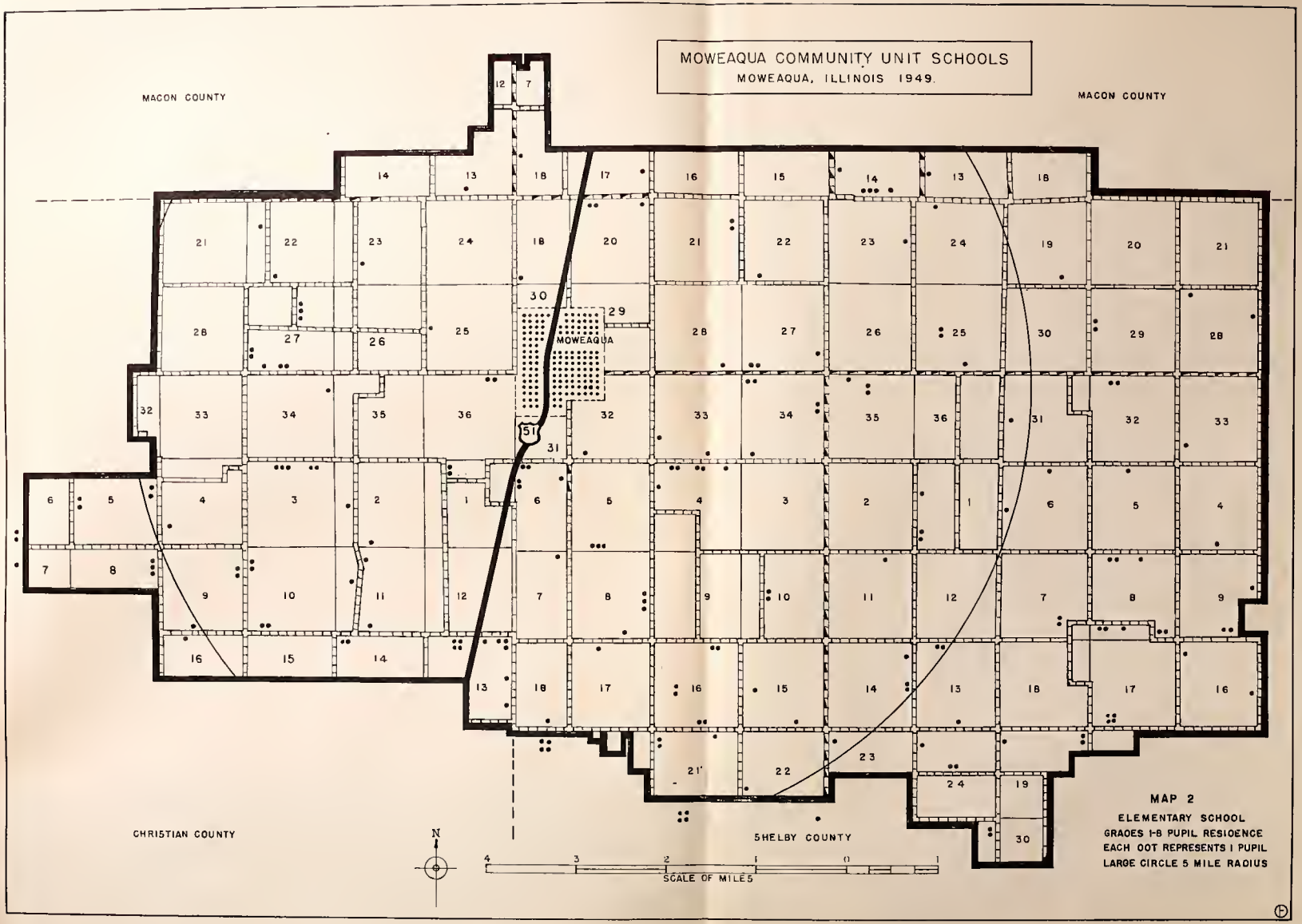
MOWEAQUA COMMUNITY UNIT SCHOOLS
MOWEAQUA, ILLINOIS 1949
MACON COUNTY
MACON COUNTY
MOWEAQUA
51
CHRISTIAN COUNTY
SHELBY COUNTY
N
4 3 2 1 0 1
SCALE OF MILES
MAP 2
ELEMENTARY SCHOOL
GRADES 1-8 PUPIL RESIDENCE
EACH DOT REPRESENTS 1 PUPIL
LARGE CIRCLE 5 MILE RADIUS

Map II indicates the pupil residences of the elementary school students. There are 350 elementary school students, 200 or 57.2 of which are rural residents. Only 46, or approximately 14 per cent of the total elementary school enrollment, live beyond the 5 mile circle enscribed on the map.

Location of pupil residences affect both the building program and the transportation system. Where students do not live at too great a distance from school, it has been found that the centralization of school facilities at a single site or building is more economical than the operation of several school plants. No school student should spend more than forty-five minutes on the bus, and the travel time for elementary students should be even less if it is possible. With proper bus routing and scheduling, it is possible for all students to be transported to a central school within the forty-five minute time limit.

The total school enrollment for the schools of Shelby and Christian Counties which are now incorporated into the Moweaqua Community Unit Number 6, is indicated on Table IV. The enrollments for the school years 1938-39 to 1948-49 inclusive are shown. In the elementary school, the enrollment ranged from 350 students to a maximum of 416, with these two extremes found in the past two years. The present low enrollment is attributed to the reorganization which occurred. In the high school the highest enrollment of 174 occurred in 1944-45 and the lowest, 138 during the present school year. Here again, the low enrollment figure is attributed to reorganization. Over a period of years, the total enrollment tends to be stable and with only slight variations from year to year.

The Holding Power of the School

The concept of failure in school, as heretofore held, implies a set body of material to be mastered in each "grade". This body of material to be learned, or skills to be acquired, was associated with the grade as a step in the child's progress through school. This concept also assumed equal ability on the part of each child entering the grade.

We now know that children develop and mature at different rates of speed. Moreover the various phases of their mental, emotional, and physical natures become mature at different times.

The promotion policy of the Moweaqua Community Unit Schools is one of placement, rather than promotion. We attempt to place each child in the room or grade, where he can gain the most from the school situation. We conceive of the school as an agency for the development of the child, rather than a taskmaster to see that a certain body of material or certain skills are mastered at certain specified periods of time.

TABLE IV. TOTAL ENROLLMENT FOR THE SCHOOLS NOW INCORPORATED IN THE MOWEAQUA COMMUNITY

Year	Elementary Enrollment	High School Enrollment	Total
1938-39	393		
1939-40	398	163	561
1940-41	414	167	581
1941-42	373	163	536
1942-43	387	172	559
1943-44	391	150	541
1944-45	375	174	559
1945-46	390	165	555
1946-47	373	150	523
1947-48	416	169	585
1948-49	350	138	488

This policy admittedly is not without its fibre. We recognize that there is a place for firmness and for standards of achievement in child development. However we now counsel, guide, and encourage the student in his or her choices.

This policy will affect the holding power of the school in coming years. This has not always been the policy since there are a number of "retarded" pupils within the system. If this new policy becomes a part of our everyday thinking as we teach, we not only will be able to reach more but will hold more students.

Retardation occurs when a child is not at the point which we feel he should be for his age and the time spent in school. The accompanying Table V shows the number of pupils now enrolled in the school who have been retarded one or more grades as the grade system is now organized. This can indicate a number of things, but very possibly it indicates that the school should give intensive study to its instructional program, and see to what extent it is meeting the needs of the child. If the program adequately meets the needs of the child, it is likely that he will not be retarded, at least not to the extent that retardation is now found in the Moweaqua Schools.

Promotion policies and the resultant retardation and lack of holding power of the schools may be attributed at least in part to the inadequacies of the physical plant. In many instances, plans for enrichment of the school program are limited by lack of space and inadequate facilities and equipment. The holding power of the school is also improved when the school buildings are well lighted, adequately heated and ventilated, and attractively decorated.

Predictions of Future Enrollments

The prediction of the future school enrollment in the Moweaqua Community Unit District is unusually difficult because of the great variation in births occurring within the district during the last few years. These variations are markedly different from the general birth rate in the State of Illinois, upon which most predictions for districts within the state are based. The number of births in the area now included in the district for the years 1939 to 1948 inclusive are given as follows:

1939	49	1944	86
1940	85	1945	106
1941	55	1946	90
1942	56	1947	75
1943	82	1948	62

TABLE V. NUMBER AND PER CENT OF RETARDATION BY GRADES IN THE MOWEAQUA COMMUNITY UNIT SCHOOLS 1948-49

Grade	Enrolled	Number Retarded	Per Cent
1	52	2	3.8
2	45	2	4.4
3	37	4	10.8
4	48	3	6.2
5	40	5	12.5
6	39	5	12.8
7	38	3	7.8
8	51	6	11.7
9	41	11	26.0
10	35	3	8.5
11	27	3	11.1
12	35	3	8.5
Total	488	50	10.2

The first high figure, in 1940, came at a time when the birth rate for the whole state was relatively low. The low figure in 1942 was at a time when the state rate was definitely higher than in 1940 and 1941. The highest year, 1945, came when the state rate dropped distinctly below previous figures, and finally, the decrease from 1945 to 1947 is contrasted with a marked increase for the state as a whole. The irregularity of these figures for Moweaqua makes it very difficult to predict its trend for the future.

Since it is necessary to make some future estimates if the situation is to be dealt with intelligently, what appears to be the best basis of doing so, has been employed. It is assumed that there will be no significant moving in or out of the district during the next few years, and therefore, that the number of children to be provided for in the public schools will be determined by the number who have been born in the district recently and will be in the near future, the number lost by death, the promotion policy of the school, and, as the compulsory age limit is approached and exceeded, the attractiveness of the school's offerings to potential students. The death rate is assumed to remain the same as it has been recently for the state as a whole. Unless a serious war or some other unexpected social economic event occurs, the holding power of the school at the secondary level should tend to increase, perhaps as much as 10 per cent at the senior high school level.

From these assumptions, it appears that grades 1 to 6 inclusive will reach a high point of approximately 450 pupils for the school year 1953-54. Most of the increase from the present figure up to this will occur by 1951-52, at which time the estimated enrollment in these grades will be close to 425. In grades 7 to 12, the peak figure will naturally come 6 years later, since pupils therein are on the whole 6 years older than those in grades 1 to 6. Allowing for the deaths of a few pupils, and for the fact that the per cent of pupils attending in the upper grades is not so high as that in the lower ones, it is estimated, that if no increase in holding power occurs, by 1957-58 there will be about 330 pupils in grades 7 to 12 and by 1959-60 there will be about 350 pupils. If holding power increases, these figures will be somewhat greater, perhaps as great as 10 per cent more.

What will happen after the peak enrollments of the two school levels is conjectural. It does not, however, appear probable that the birth rate in the Moweaqua district will increase to such a high point, as that reached during the period from 1944 to 1946 inclusive, but that it will probably tend to level off at a figure not far from that of 1948 or perhaps slightly higher. If this prediction is correct, the number of pupils to be accommodated will decrease somewhat, by as much as 20 per cent, after the peak years mentioned above. If however, a large fraction of those born in this district

at the time of the high birth rates in 1940 and 1944-46 remain in the community there will probably again be increases in the birth rate, when they reach the age where they begin to establish families, that is, about 20 years. Thus, if they do tend to remain in the community, there will likely be some increase in the number of births about 1960 and a larger increase about 5 years later. These, of course, will be reflected in the number of children entering school about 6 years after the periods mentioned.

In the figures given above, no account has been taken of the kindergarten. It is generally recognized that a kindergarten should form a part of every elementary school. If the Moweaqua schools see fit to provide this, it appears that in the year 1950-51 there should be approximately 100 children in the district who might attend it. Probably some patrons living outside of the town of Moweaqua will not desire to have their children attend kindergarten so that accommodations for the entire 100 will not be needed. However, it seems safe to say that, if kindergarten facilities are provided, there should be two such rooms. This is based on the belief, that classes should not exceed 20 and should be only a half day in length, so that each room may accommodate two groups in a day. This will provide satisfactorily for a maximum of 80 pupils at this level, which is probably ample.

Chapter III

THE EDUCATIONAL PROGRAM

The Philosophy of The Schools

Primitive civilizations were able, by the very simplicity of their life, to induct the young into the existing society merely by having the child live with his elders and acquire the skills, the background, the social mores and the common culture of the group. Modern civilization, however, is so complex that the child is unable to fit itself into the culture of the group and acquire the heritage of the past and the skills necessary for living in a modern world without the aid of an institution especially designed and organized for this purpose. For a number of centuries the school has been the institution on which society has relied to facilitate the introduction of the young into the existing society. Its chief purpose is to pass on the heritage of the past, to teach social and vocational skills and to develop a personality which will fit into the social group into which it is born. The school then becomes a miniature society, operating for the benefit of the child so that the child may learn, apart from the distractions of modern society, some of the lessons he will need to know in coping with it. However, it is recognized that the school, although it deletes from many of its teaching some of the more sordid aspects of society, must not contain itself within ivory walls and fail to keep contact with what is going on. The lessons of life must be learned from life itself. Therefore, the school is increasingly availing itself of the educational opportunities which exist in everyday living and does not confine its educational program to the four walls of the classroom; rather it seeks to interpret the existing social scene to the child in terms of the ideals that the culture has held and the objectives toward which it is striving. It does not neglect the health of the child since this is of primary importance to his well being. Emphasis is laid on the development of health, personality, character, and social skills in the elementary schools, along with the fundamental skills necessary for the acquisitions of further knowledge. Vocational skills and more organized knowledge, and a continuation of the elementary program are carried on in the secondary school. In fact, the secondary school is only a continuation and extension of the program of the elementary school, with greater attention being paid to the correlation of the learning program with life itself. Throughout both the elementary and the secondary school an attempt is made to provide opportunities for democratic living so that the child may not only learn about democracy but may learn democracy and the ways of democracy within the school. The school recognizes the fact that an abstract academic program will not fit every child. Therefore, experience and training must be provided in work and skills which the child can do with its hands. To this

end shopwork of one kind or another, business education, farm shop or industrial arts, home economics and home living experience is provided. Likewise experiences in art as a means of expression, along with other forms of expression, such as English, music, and speech, are provided in the school.

Grade Organization

The type of school organization which Illinois now possesses grew up somewhat like Topsy, with additions being made at different times by the state legislature. Along in the 1920's laws were passed which gave impetus to a type of organization for tax purposes which made a sharp line of demarcation between the elementary and the secondary schools. Although the Mowequa School did not avail itself, due to reluctance on the part of the rural population, of the opportunity to become a community high school until 1936, the thinking of the state which followed the enabling laws of 1920 caused the grade and the high school to be sharply divided in program, although housed in the same building. In 1936 the community high school district was formed and operated separately, as an organization and as a tax unit, from the grade school until the formation of the unit district in 1948. In 1910 the elementary school was organized on the departmental program which included the 6, 7, and 8 grades. It was not until 1946 that the home room plan was again used in the school. At the present time a modified departmental plan operates in grades 7 and 8 with one teacher teaching the social science and science fields and another teacher teaching the language arts and mathematics fields. The plan has been strictly, as far as the organization of the schools has been concerned, an 8-4 plan. Little or no integration of the elementary program with the high school program has been existent. Since the formation of the unit however, an attempt has been made to integrate all 12 grades in a definitely organized program of studies and this attempt will bear increasing fruition as time passes.

Current Practices and Trends Elsewhere

According to a study conducted for the National Education Association and published in the research bulletin of February, 1949, regarding trends in city school organization from 1938-48, we find the following to be true:

Thirty-five per cent of the 1,372 city schools reporting used the 6-3-3 plan of organization; 23 per cent used the 8-4 plan; 16 per cent the 6-6 plan; 12 per cent the 6-2-4 plan, with other variations making up the remainder. However, as we have pointed out, this is a survey of city school systems and it does not necessarily follow that their plan of organization should be used in smaller rural schools. In the same study are reported the patterns of

organization of the elementary and high school districts which are separate. Of the 146 elementary school systems reporting, 56 per cent used the 8 year plan, 19 per cent the 6-2 plan, and 11 per cent the 6-3 plan. In the 80 high school districts reporting, 77 per cent were four year high schools, 4 per cent were 4-2 plan high schools and 9 per cent used some other plan of organization.

A current practice worthy of note in the organization of the grades is the trend which is growing to classify pupils by divisions rather than by grades. In the study just cited, it was found that 17 per cent of all the cities reporting were following this practice while 83 per cent were not. But of the 17 per cent which were following this practice 76 per cent indicated that this was being extended, in other words that it was on the way in while only 8 per cent indicated that it was on the way out.

There is a definite relationship between grade organizations and building needs. For example, if the 8-4 plan is used, it is necessary to duplicate such facilities as home economics departments, industrial arts shop and physical recreation facilities, as well as to some extent science rooms and to a great extent library facilities. If the 6-3-3 or 6-6 plan is used this duplication can be avoided or if, as recommended in this study for Moweaqua, the unit 1-12 plan is used many of the facilities above mentioned may be used in common without duplication of cost of construction or operation.

The grade organization used in Moweaqua, as has been indicated, is the 8-4 plan which is being rapidly modified to the 12 grade plan. There is thinking in the direction of classifying by divisions rather than by grades, especially in the lower grade areas. In a unit of the size of Moweaqua's, one building could house all of the grades allowing for the common use of shops and other facilities which may be shared, with provisions for separate playgrounds, classrooms, and restrooms. This building program would be adequate and would be less expensive than would a dual program.

The type of administrative organization for tax purposes greatly affects the organization for classroom purposes. The same study reports that "when allowance is made for those (schools) undoubtedly established merely for population growth in cities already having the general high school unit, it is apparent that the number of high school systems changing from the traditional elementary-secondary plan to a pattern of elementary, junior high, and senior high school has been relatively small".

The Kindergarten

It has become increasingly a practice in city schools and small town schools to inaugurate kindergarten programs wherever

possible. The director of the Moosehart Schools at Moosehart, Illinois in a recent article in Nation's Schools magazine states that the school is greatly handicapped in waiting until the child is six years of age before getting him in school, that a great deal of the learning has already taken place and patterns of action have been formed. Therefore, it behooves the school to extend education below the first grade level. A recent study by The National Educational Association indicates that of the 492 schools in cities with a population between 2,500 and 5,000 who reported, 53 per cent of the cities have kindergarten programs and 2 per cent have pre-kindergarten programs. Of the schools in cities of all sizes reporting, 59 per cent have kindergarten programs and 2 per cent pre-kindergarten programs. The new unit districts are without exception looking forward to kindergarten programs. This is especially true if the unit district has a substantial tax base and a population large enough to warrant the kindergarten.

The Elementary School

The job of the school is to carry on the educational program. As indicated in the statement of the philosophy of the school, this program is directed toward improving all aspects of the individuals. It has as its goal the development of happy, healthy, capable, co-operating citizens. The purpose of reorganization is to make this goal more nearly realizable by providing better instruction, materials, and housing.

All of the various aspects of administration, finance, and building, must be dedicated to this goal. This means that a clear and reasoned program must be in mind when all of the various aspects are considered; that all of these subsidiary activities must be directed to the best possible educational program. With this in mind we shall examine the modern educational program and its setting.

The modern educational program, as indicated in the statement of the philosophy of the school, realizes that a child who is worried or insecure, sick or tired, undernourished or uncomfortable, cannot do the work of which he is capable. It knows that children not only learn "facts" or skills but also attitudes toward these learnings. It knows that the ideals learned in the school exert a tremendous influence throughout the life of the individual. It knows that every child is a different individual in terms of interests, abilities and stages of physical, mental and social maturity. It recognizes the job of teaching as a highly specialized and extremely delicate one.

Learning in the classroom is no different from learning in community life. If a problem arises in real life we determine, if we can, by reading and talking with others what the cause and remedy is. If we cannot tell exactly what is wrong, as perhaps in the case

of an ailing farm animal, we call in the expert on animal diseases and follow his opinion. In either case we learn something. It is obviously a waste of time for the average farmer to try to learn all about diagnosis and treatment of all animal diseases. There are some common ailments with which he perhaps should be familiar, but he leaves the job of the veterinarian to the veterinarian. The same thing applies in all other phases of life work. There are certain common things which we all should know and we learn best when we need knowledge to solve our problems. We solve problems by working on them, not by merely writing down answers to questions. It is evidently ludicrous to the farmer to think that he can cure a sick cow by merely writing down what is wrong with the cow and what he thinks should be done to make her well. The point is this; we learn by actually working on things or by doing things, and the classroom and schedule must be arranged to maximize the carrying on of the learning activities.

The modern conception of education is that it takes care of all the needs of the child in order to enable him to become a more effective person in his community. This means he must learn in the schools how to work with groups as well as how to work alone while carrying out a group project. A factory or company worker obviously needs to get along with his fellow workers as well as do his own particular job. The same thing is true of the farmer. The trade or farm organization must have steadfast support of its members even though points of disagreement on certain issues arise. Unless the child learns this in school the job will be much more difficult for him when he gets out in the world.

In order to carry on a modern type of educational program the classrooms must be much larger than the traditional size. They must be flexible in arrangement so that the various needed learning activities can be carried on. They must be designed for the uses to which they will be put.

The classroom now serves four functions--that of study hall, workshop, play room and conference room. It must have movable furniture, a small library which is changed from time to time, work tables and a wide variety of instructional materials. Since many of the projects of the class cannot be carried on in the classroom, other rooms must be provided for special activities.

One of these rooms will be a project room which provides facilities for carrying on the larger building projects, or those which require more extensive equipment than can feasibly be supplied to each classroom. This room will offer opportunities for carrying on science experiments, plant growing experiments, construction and painting of scenery for plays, pottery making, and other activities of a similar nature.

Another project room should be equipped with a small stage, curtains, and stage lighting so that the children can present their

class plays. This room should also be equipped with darkening shades and a small projection booth and screen so that visual education aids can be used at any time. This room might also serve as a meeting place for special class groups or for small civic or parent groups.

The modern school recognizes that while we cannot teach the child everything he should know, we can and must teach him how to find out what he needs to know. An adequate library is one of the tools which is essential to the gaining of this skill. The library will be under the supervision of a trained librarian who will be available to help children locate materials needed for solving the problems on which they may be working. It will need to be as functional and flexible as the classrooms. It will provide for the rotation of books so that teachers may have pertinent and stimulating material available in their rooms as they need it.

The school should also have a gymnasium where children can play under the supervision of their teacher. Children in the elementary school learn to get along with others by learning how to get along with their playmates. Small children actually prefer playing organized games to merely being turned loose at recess. While undirected play has a place in the child's life, it does not take the place of those activities which are planned to develop skills and agility.

Large play grounds are essential to the carrying on of a desirable elementary program. The playground should serve not only the purpose of providing space for exercise and group games but also for the building of outdoor projects, carrying on of garden experiments and keeping pets.

An auditorium should be available in which the children can gather to present their plays and have their music concerts. This room might also serve as a meeting place for community organizations and for civic programs of an entertainment or educational nature. The auditorium might well be shared with the high school as a duplication would evidently not be economically desirable.

The health suite will house the school nurse and the necessary space and equipment for her examinations and student care. This will include the facilities necessary for carrying on routine vision, and hearing examinations. Physical and dental examinations and immunization which are given at school will also be carried on in this suite. Not infrequently the parents of children who become ill during school hours cannot be located or contacted. The school must operate under the policy that every child who becomes ill is possibly taking a contagious disease. Provision for isolation of these students and occasionally for medical treatment at school is necessary. We hope that the day when a child taking down with measles is required to stay either in the classroom or in the

corridor is rapidly drawing to an end. The health suite, if properly planned, would serve all of the students in the Moweaqua Schools.

The good school cafeteria is a place where students not only are given hot lunches but where they as well learn group behavior, health habits, and what a good meal should consist of. The state and federal governments give aid to all approved school hot lunch programs. This aid is in the form of remuneration for each approved lunch served and the donation of various surplus commodities. The school cafeteria should serve both elementary and secondary pupils in Moweaqua.

There are many children in every community who cannot be cared for in the regular school program. Such children as those with handicaps of locomotion, hearing, vision, mental and emotional nature need to have special provisions made for them by the school. In a small unit such as this, it frequently is not feasible to provide rooms, equipment and teachers to care for each type of child. Those pupils requiring special rooms with special teachers would be better cared for in neighboring schools which have made adequate preparation for this type of instruction. According to Superintendent Baker, it will soon be possible to send most of the exceptional children to Decatur, only 15 miles away, the state paying the transportation and the excess cost of educating these children. If the unit plans to send its exceptional children to Decatur, it will not need to make provision for special rooms in the building, with the exception of a room for the speech correctionist instructor and her work.

Many of those with only minor handicaps will best be taken care of by the room teacher under the supervision of the special education supervisor. Children with partial seeing can be given large type books and special materials, and lighting, and profit most by remaining with their class. The same is true of the partial hearing, mentally, speech or physically handicapped. Caution is warned in the arranging of special teacher loads as this work is mostly with individuals or small groups.

The Junior High School

The junior high school is the place where the student makes the transition from elementary to secondary school life. It provides experiences of an exploratory nature so that every child will have contact with a wide variety of activities. It encourages the child to reach an understanding of the body changes, which occur during this period, and to make wholesome adjustments to them. It helps the child reach an understanding of his skills and interests in various activities, by actually pursuing them. It teaches appreciation of, and respect for others' work, by the understandings which come from experiencing the work.

One of the skill exploratory activities included in this period is work with the hands. This could include woodworking, metal work, electricity, mechanics, printing, ceramics, painting, sculpturing, and photography. The "courses" should be somewhat limited in scope in order to permit wide sampling, so that each student can be required to take several of these every year.

Similar try-out experiences in home living will be provided for all students. Both boys and girls need to know how to live with their families, how to improve the physical and aesthetic aspects of their houses, how to spend wisely and save money, how to make minor repairs, what a balanced meal would include, the responsibility of all members for various activities of the home, and the job of the family in the world of today. It is obviously false to think that women alone are responsible for the management and welfare of the family.

Opportunities for exploration in the area of business education should be provided. Students should have access to courses in typing, bookkeeping, office machines, and shorthand. If possible, experiences in the various vocations, such as agriculture, merchandising, auto mechanics, etc., should also be provided.

Try-out experiences in the academic field require facilities for science, language arts, social studies and mathematics. The course offerings here may include a portion of the common learnings, but should be pointed to the students' gaining an acquaintance with various areas in order that he might better choose those he wishes to pursue in the senior high school.

Music experience in the junior high school would be extended beyond that which was offered in the elementary grades and would cover singing, playing instruments, listening, and dancing. While folk-dancing activities may be claimed by the physical education. department, in the secondary area, they nevertheless are also a responsibility of the music department. Music of the local community should be experienced by all of the students. This would include not only folk music but that of a popular and classical nature as well.

In the area of speech arts, the students will learn to do and to appreciate by actually carrying on the activity. All students will have some opportunity for experiences in writing and producing plays, radio programs, and moving pictures. Needless to say, this would demand the presence of stage equipment as suggested for the auditorium, a public address system, and a 16mm. cine camera.

The social development of the student will be furthered by participation in all of the group problems which are attacked. It will also be aided by music and physical education programs which involve both boys and girls in games and dancing, and by clubs where

students work together in planning parties, trips, or other school sponsored activities.

Guidance must be a function of all of the teachers. The specialized aspects of testing and counseling, as well as pupil accounting, may have to be attended to by the administrator, but if guidance is to truly function the classroom teachers must be active participants. Every teacher should develop competence in understanding what the results of the various tests actually mean, and how these meanings relate to the future of the pupil. Those teachers doing guidance work must have time available for conferring with pupils. They also need to have adequate records available which will give the various indications necessary for helping a student. Guidance must be based on reliable test results and accurate observations of trained personnel, and must be interpreted in terms of the individual pupils' interests and goals.

The present trend in school programs is to include those things needed by all of our students, in order to become good members of society, in a required common learnings class, and to permit special learnings to be carried on in much the present fashion. This administrative arrangement has appeared under a variety of names and titles and with many special adaptations. Basically however, it is an organization to allow students to spend larger periods of time in the common learnings class. This permits the students to concentrate better on the job at hand and allows them sufficient time for taking trips or making visits. This arrangement to a large extent does away with the need for the conventional study hall and replaces it with a library where the students can have conferences or go to find special information needed to solve their problems.

Under the common learnings plan, rooms serve pupils for a longer period of time and for more purposes than was formerly considered necessary. For this reason the rooms must be larger and more adaptable in order to carry on the many different activities. As in the elementary school, provisions for more varied materials and movable furniture must be made. Every common learnings room and many of the special subject rooms should have facilities for darkening the room in order that visual education aids might be used. Radios should be provided, so that current events and problems can be studied first hand. Newspapers and magazines for the same purpose should be available. A wire or tape recorder should be accessible for recording those radio speeches of major importance which do not take place during the common learnings class periods. The recorder will also be of much value and use to the speech and music classes.

Gymnasium facilities for the junior and senior high schools in Moweaqua should be combined. While it is true that separate gymnasiums for boys and girls are desirable, since they permit more

time to be spent with each group, the financial limitations do not seem to warrant this provision. The same thing is true of the swimming pool. A swimming pool is a highly desirable part of the physical education program as it is not only one of the better forms of exercise, but also a form of safety or protection against water accidents. Financial limitations however would seem to place the construction of a swimming pool at some period in the far distant future.

The health, lunch, and special education services would be shared by the entire system as previously outlined.

The Senior High School

In the senior high school students continue the citizenship training and exploratory activities of the junior high school and concentrate especially on the choice of and training for their life work. This demands an extension of guidance, perhaps to the point that units in vocations are included as a part of the common learnings program. It demands a knowledge of the community and what the nature of its facilities and offerings are.

It must be stressed that the curriculum is not a set and frozen thing. It should be under the constant consideration of the faculty and should change with changing conditions. It must be considered and modified by the local faculty as conditions warrant. For this reason teachers should be released from classes at least one afternoon a month to study and correlate the various needs of the pupils and community and to make provisions for caring for these needs. The increasing practice of paying the teachers to come in a week early and remain a week longer to work on problems of the curricula is highly recommended. These so called workshops serve the function of pointing up the entire year's work and of minimizing the confusion which results from new staff members and new pupils entering school in the fall.

Some of the questionnaires developed for the Illinois Secondary School Curriculum Program were used to determine what the superintendent, teachers, pupils, and graduates think about their school's program. Ten of the teachers, 51 per cent of the graduates, and 82 per cent of the high school students answered the questionnaires. A few of the high school student's questionnaires had to be discarded. The findings of the rest of the questionnaires however are used as the basis for the discussion of the curriculum.

The questionnaire considers the "Problems of High School Youth" under the eight headings as follows:

A. Earning a living.

B. Developing an effective personality.

C. Living healthfully and safely.

D. Managing personal finances wisely.

E. Spending leisure time wholesomely and enjoyably.

F. Taking an effective part in civic affairs.

G. Preparing for marriage, homemaking, and parenthood.

H. Making effective use of educational opportunities.

A. Earning a living.

The school attempts to furnish information about various vocations and to help students discover their vocational interests and make wise vocational choices. It is concerned with the problems of developing good work habits and of training for chosen vocations. Its vocational program follows the students after they leave school and are on the job.

Much of the training at present is of an incidental nature. No extensive program is present for providing students with experience in many of the desired fields. Extension of the program should be made in the fields of business education, industrial arts, agriculture, and home economics. The present program is very good for those students who are going on to college, but this number is only about one-fourth of the total student body. When the curriculum is changed to include training for those students whose interests and abilities are of a vocational type, there will also be a greater number of students who continue in school until they have graduated.

All of the respondents overwhelmingly reported the vocational area as being one in which considerable more work needed to be added. The graduate respondents reported that only about one-eighth of their number received all needed help in this area.

B. Developing an effective personality.

Personality has been defined as all of one's characteristics. The school's concern here will be not only with developing poise, good manners and self-confidence but also improving one's speech, writing and reading ability, emotional control, appearance, moral judgment, and ability to get along with others.

The school is concerned with all of these aspects of personality and teaches them as a part of the learnings of the school.

It does not have any definite program for providing for all of these experiences however and does not have any organized review of how individual pupils are progressing along all of these various lines. The teacher respondents were in accord in agreeihg that this was an extremely important developmental aspect with which the school should be concerned. The pupil respondents also were in a majority agreement here as to the importance of the general area of personality. Both students and faculty respondents felt that pupils must be at ease with their group if they are to enjoy participation and make any positive contributions to the work of the group.

It is well known that we do not work with groups in which we feel ill at ease. To gain poise and self-confidence the ability to work with groups is a vital task of the school. Unless this ability is learned in school the individual will probably never learn it.

About one-fourth of the graduate respondents report having received all of the help needed in the various areas of personality.

C. Living healthfully and safely.

The problem of learning to care for one's health and developing good health habits is taken up in various science, home economics, and physical education classes. The teaching staff knows that the maintenance of a good state of health is essential to functioning at a high level of efficiency. The school attempts to provide a cheerful, wholesome, and healthy environment in which the process of instruction can take place.

Safety instruction is stressed in all phases of school living. The teacher and student respondents were in accord as to the importance of this phase of instruction. A driver's training course has been recently added which gives "behind-the-wheel" training. The value of this course is evident when one considers that the majority of accidents are caused by adolescents who have never had the training which causes them to realize the responsibility of the person who is behind the wheel, and to know how to drive in order to avoid getting in "jams".

Another phase of health instruction is knowing how to choose a physician and dentist who are qualified to treat ailments. The large quantity of advertising of so-called "quacks" is evidence that many of the persons in this county are patronizing such people. Somewhere along the line every child needs to learn how to distinguish between the properly qualified medical person and those who exist on ignorance and superstition.

Only about 4 per cent of the graduate respondents reported receiving the needed help in learning how to drive and care for an

automobile, and in learning how to choose a family dentist and doctor. About 20 per cent of the graduate respondents reported receiving all necessary health and safety instruction.

D. Managing personal finances wisely.

The ability to manage finances wisely is an important part of one's adult life. The various problems which are involved here include spending, saving, and investing money, and are considered in several courses in Moweaqua High School. The general business class covers all of these phases in varying degrees, and the agriculture and home economics classes stress the various things to look for when buying different materials, tools, and machines.

The teacher and student respondents were in agreement that this area was an extremely important part of the educational program. Less than one-fifth of the graduate respondents reported receiving adequate help in the problem of buying wisely, while only about one-third reported learning all that they needed to know about how to use the facilities of the bank and how to develop habits of thrift.

E. Spending leisure time wholesomely and enjoyably.

The current trend of working hours in industry indicates that we will have more leisure time. This may be used for enriching our lives or for enjoyable group activity or it may be wasted. The school realizes that it has a responsibility to its students in this area and has provided an excellent music program. It has not, however, provided the same opportunities for those students whose interests are outside of the field of music. There is no adequate program for the developing of "art" hobbies such as sketching, painting, designing, sculpturing, or collecting art objects. Neither is there a program for those students whose interests lie in the direction of manual work of other sorts. The physical education program is very good for those students who are participating as members of the school teams but there is no well developed intra-mural program which attempts to draw in all of the students as members of various sports teams. The area of drama is left almost entirely to those students who elect to come out for class plays. In the field of study and appreciation of contemporary art, the English classes have units on modern communication which include books, magazines, the radio and motion picture. It is highly commendable that the English department has taken cognizance of the impact which these means of education, enjoyment, and propaganda have upon the members of our society. Only as we come to examine rather critically the statements which are made as facts or fancy can we hope to distinguish between those forces which unite or cause a disintegration of our nation. The social aspects of life as evidenced by dances, parties, etc., are not given any special consideration in the curriculum. The parties which are held seem to

be rather loosely organized with little attention being given to the development of wholesome, well-rounded personalities.

The teacher respondents reported as most important of these problems those which had to do with the ability to select and enjoy good books and magazines, with the ability to appreciate music as second. The remainder of the areas were also considered as being of importance, but not to the extent of the two here given.

The pupil respondents listed all areas as being of importance with the main necessity, from their point of view, being that of developing the ability to play athletic games and sports. The students listed as second in importance the ability to sing or play musical instruments. About 10 per cent of the graduate respondents reported that they received all needed help in developing a desirable hobby and only about 7 per cent reported receiving adequate help in becoming a more cultured and cultivated person. In the area of music, about 35 per cent reported receiving all needed help and in the rest of the areas the number who reported adequate help was between the high and low figure just indicated.

F. Taking an effective part in civic affairs.

Good citizenship requires participation of every member of this nation in determining all matters in which there is question. It places a responsibility on every voter to be informed, to participate in discussion and decision, to abide by the decisions which the enlightened majority has made.

The school has provided excellent opportunities in a few classes for studying the problems of a democracy. It also provides for group meetings where students learn how to conduct meetings as leaders and where they learn the responsibility of the members of the group. These opportunities need to be extended however so that every child will come out of the schools not only with an understanding of how a democracy works, but also with a firm conviction that he must play his part.

It is rather surprising that the student respondents of the Moweaqua High School feel this civic responsibility with almost as much intensity as do the teacher respondents. This report is indicative of the fact that the teachers have done a good job in getting their students ready to take over their responsibilities as citizens. Both teacher and student respondents replied in the majority that this task was one of the major ones with which the school should be concerned.

The graduate respondents report that about 12 per cent of their number have become interested in and learned how to solve social, economic, and political problems; to become well-informed and

sensitive citizens of their own community and of the world. One-fourth of the graduate respondents report being free from prejudices as to race or religion and 30 per cent of their number report that they feel capable of conducting a meeting in a satisfactory manner.

G. Preparing for marriage, homemaking, and parenthood.

The problem of developing and maintaining wholesome relationships with members of the opposite sex, is not one which can be left to chance alone. The problem is not considered by all of the students of the Moweaqua School however. The only present education of this type is that which is given in the home economics classes.

The teacher and student respondents both considered this problem to be of major importance although there was not the conviction concerning the problem of whether the school should help pupils learn how to rear children intelligently, that there was on the problems of maintaining wholesome boy-girl relations, home management, and sex education.

The graduate respondents report that less than one-fifth of their number received all of the help needed in the various areas of homemaking, etc. that were indicated.

H. Making effective use of educational opportunities.

The administration counsels with the students to see that they are taking the courses which will best fit them for their future work. Students going to college are guided into the courses which will be needed in the various departments of higher education. The same attention is given to those students who are going on to a vocational or trade school, but many of the subjects desired for entry are not offered. The school's out-of-class activities are not organized for the widest participation and there is little provision to take care of individual differences of taste as to club activities. There should be more attention in each of the classes to the development of study habits for that class. Study methods differ for different subjects and their development must be the task of every teacher in the system.

The teacher and student respondents reported that all of these phases of vocational and educational development should be considered by the school. They felt that some extension was needed, particularly in the vocational departments.

The graduate respondents indicated that 31 per cent of their number had received all needed help in deciding whether or not to attend trade school or college and also in the matter of choosing school subjects and out-of school activities. Only about 11 per cent of the respondents reported receiving all the needed help in

preparing for college attendance and only 4 per cent in choosing a college or trade school, if attendance at such was planned. In the matter of study habits, only 7 per cent of their number reported having received adequate assistance.

The Adult Program

A philosophy of education which holds that the school is always at the service of the community and that a child does not graduate from the school in the sense that the school will not do any more for him, needs to be implemented by definite provision for an adult program in the new school plans. The Moweaqua schools are already carrying on an adult program, and plans are made for an expansion of this program for the coming school year. Six veteran classes are now being conducted in the school but this does not adequately meet the adult needs in the community. There are others who would like to benefit from extensions in the realm of home economics, agriculture, commerce, and possibly shop. In planning the building program, outside exits to rooms carrying on this type of program must be provided, and sufficient facilities to adequately carry on this type of program must be included.

Moweaqua has no building or room which can serve as a community room for community activities. The school is tax supported and can more economically provide a room for community activities and services than can be provided for by any other type of construction or planning. Community kitchens and meeting rooms, recreational provisions and instructional provisions should be provided for in any plans for future expansion of the school program. If these are thought out in advance and are included in the planning stage, fewer alterations will have to be made for them in the future.

Chapter IV

SCHOOL HOUSING FACILITIES

An early and important step in planning what physical facilities Moweaqua should provide for its pupils, is the evaluation of its present buildings and their equipment. To accomplish this, one member of the surveying staff with a number of the local citizens committee, the superintendent, and two high school pupils spent several hours going through the buildings and discussing what they saw. Finally, they rated the school plant by means of building score cards such as have been in common use for this purpose for several decades. Those employed in this survey were recently constructed by Dr. Odell of the survey staff. The building score cards used had been previously employed by him in a number of other recent building surveys.

It is customary to employ different score cards for elementary and secondary schools, because the facilities needed for the two types of schools are not identical. The situation is always complicated when the same facilities serve both elementary and secondary pupils. The procedure followed in resolving this difficulty at Moweaqua, was as follows: those portions of the buildings used only by elementary pupils were scored as an elementary school. Those used only by secondary school pupils were scored as a secondary school. Those serving both in common, such as the gymnasium, the lunchroom, the office of the superintendent, the toilets, and the grounds were scored for both. In discussing the buildings, and presenting the ratings given, those facilities serving both will be discussed just once for the two levels.

The score card for elementary school buildings is divided into five main sections. (See Table VI Page 33.) The number of points allowed on each of these, as compared with the number that would have been given an absolutely perfect building, is as follows: site 77 out of 132, building 70 out of 164, academic classrooms 158 out of 276, general service provisions 71 out of 304, and service systems 73 out of 124. Since five points additional were allowed for items present but not needed, the total score given on the elementary school score card was 454 whereas the perfect building would receive a score of 1,000. The rating on the score card for secondary school buildings yielded a total score of 494, divided among the six main divisions of the score card: site 61 out of 120, building 99 out of 164, academic classroom 107 out of 156, special classrooms 60 out of 184, general service provisions 88 out of 256, service systems 73 out of 120, and six points for items present but not needed.

TABLE VI. MOWEAQUA SCHOOL BUILDINGS

	Elementary School		High School	
Date	1890-1906		1906-1936	
Present enrollment	240		140	
Reasonable capacity as now used	240		150	
	Score	Maximum	Score	Maximum
Site	77	132	61	121
Building	70	164	99	164
Academic Classrooms	158	276	107	156
Special Classrooms			60	184
General Service Provisions	71	304	88	256
Service Systems	73	124	73	120
Items not needed *	5		6	
Total	454	1,000	494	1,000

* On items present but not needed allowance proportionate to score on all other items is made.

The total scores just given show that both as a plant to house elementary and secondary pupils, the physical plant at Moweaqua received somewhat less than half of the maximum number of points. To assist in interpreting what such scores mean they may be compared with those given school buildings in a number of other Illinois cities which have been scored recently. These include 58 elementary schools and 16 secondary schools. (See Table VII Page 35.) Of the former about 3 per cent received scores of less than 400, 28 per cent scored 400 up to 500, 55 per cent scored 500 up to 700, 12 per cent scored 700 up to 900, and none scored above 900. Of the secondary schools none were rated below 400, 19 per cent scored 400 up to 500, 56 per cent scored 500 up to 700, and 25 per cent scored 700 up to 900 and again none scored above 900. The middle score of the elementary buildings included is approximately 565 and that of the secondary buildings 610. Thus it is evident that the building facilities at Moweaqua are distinctly below the average of the group mentioned above. Approximately one out of six of the elementary buildings received ratings lower than that at Moweaqua and likewise practically the same fraction of the secondary buildings did so.

In general, buildings rated below 400 (see Table VII) are so inadequate that they should be abandoned as soon as possible. They are never worth spending any larger amounts of money upon than is absolutely essential to maintain them for use until better facilities can be provided. Those scoring from 400 up to 500 are in a doubtful class. In many cases they should be abandoned quite soon, and in only a few cases is it worth spending much upon them. Buildings where the scores are from 500 up to 700, are usually worth maintaining in use for a considerable period of time, but need major additions and modernization. Some of those that fall in this class should not receive more than a very few years use. What are generally thought of as excellent buildings usually score from 700 up to 900 points and rarely is a building found so good as to receive a score of above 900.

The accessibility of the site upon which the buildings are located is rather good. The pupils living in town do not have too great a distance to walk. It is undesirable but unavoidable that a number of them must cross railroad tracks and a highway. The roads upon which the busses that bring children from rural sections to the school are good and the distance that must be covered by the busses is not so great as to render the trips undesirably long. The environment consisting of the residential section of town and the open country is excellent.

Although the location of the site is very satisfactory, the site itself does not rate very well. The very minimum size acceptable is 3 acres of usable recreational space for a small elementary school, and 10 acres for a small high school. The Moweaqua site

TABLE VII. BUILDING SCORES IN ILLINOIS SCHOOLS

	Elementary Schools	High School
Number Surveyed	58	16
Middle Score	565	610
	Per Cent	Per Cent
Less than 400 points	3	0
401 to 500 points	28	19
501 to 700 points	55	56
701 to 900 points	12	25
More than 900 points	0	0

Below 400 abandon as soon as possible
400 - 500 doubtful group
500 - 700 continue in use for some time
700 - 900 excellent
900 - 1000 rarely found

has a total area of about 3 acres, but a considerable part of this is covered by the various buildings and therefore is unusable for recreational purposes. Moreover, the form of the site and the placement of the buildings upon it is not such as to make the area not covered by them so usable as it might be otherwise. The ideal form of site is rectangular, with the building or buildings centered near one end so as to leave as large an unobstructed space as possible. The surface consists of some gravel and turf and is reported as being very muddy and slow to become usable after a rain. Ideally, school grounds should be largely covered with good turf on a sandy loam that dries out quickly, and in addition, should have an area of hard surface that dries very quickly after a rain. Improvements upon the site other than the buildings themselves are quite scanty. There should be an adequate number of swings, slides, teeters, giant strides, bars, ladders, and other such equipment. Fields, courts, and other grounds for different games sufficient that at least half of the pupils enrolled can be actively engaged at the same time without interfering with one another should be provided. It is desirable that wherever recreational grounds border private property or a street, particularly if there is much traffic on the street, there should be a strong fence, preferably of 2-inch wire mesh about 8 feet high and mounted on steel pipes. There should be a small section of good lawn at the front, or perhaps front and sides of the building. Shrubs completely around the foundation where they do not interfere with natural light entering windows or with walks, drives, and so forth, and a few trees, none of which are close enough to reduce the amount of natural light received by windows, are desirable. At Moweaqua there is no lawn, scant shrubs, and more than enough trees, a few of which reduce natural light although not very seriously.

Discretion in scoring is complicated not merely by the fact already mentioned that the buildings are used by both elementary and secondary school pupils, but also by the fact that there are several units of the building of different styles and types. The main building of which the larger portion was constructed in 1890 and the remainder in 1906, is very typical of the style of construction prevalent at that time. The gymnasium unit, which also includes a number of special classrooms, was constructed in 1936 but lacks much of being of the quality of most structures of that period. It was evidently necessary to stretch the funds available as far as possible with the result that the building was in many ways quite poorly built. The three one-room rural schools which have been moved to this site and set to the rear of the main building are typical frame structures used for that purpose and should be considered only as tempory quarters until better ones can be provided. It was, however, wise to move them in, and does provide more adequate quarters for some of the school's activities.

For most classrooms east and west light is preferable. In the elementary classrooms, however, windows are upon the north and south as are also a number of those in the rooms used by the high school. The score on this point was therefore quite low. Likewise on architectual style no portion of the building would receive a very high rating in terms of present day standards of what constitutes desirable appearance. The gymnasium is the best in this respect but the cheapness of its construction is quite evident and its general style is more rectangular and formal than is now approved. There appears to be no possibility of worthwhile interior modification of the main building. Some, though not a great deal, might be made in the classroom section adjacent to the gymnasium. Some addition could be made to the main building but not in a very desirable way. The gymnasium building was constructed so that it could conveniently be expanded. The older building contains considerable waste space in basement and attic whereas the gymnasium unit has none.

Most of the items on external structure were given good ratings. The old building appears to be essentially sound as also are the outer walls of the gymnasium. There has been trouble with leaking roofs and apparently they are not yet what they should be. Modern thought does not approve more than one story in height for an elementary school as small as this, but for a high school two stories are acceptable. The old building really constitutes a three story building. There are enough entrances and exits, but it is unfortunate that the one to the high school portion of the old building has too many steps out of doors where they are not protected from the weather. In the older building there is a need of some pointing up of the brickwork and the cornices are in need of attention. Even though it is structurally sound, the main building presents a distinctly old appearance when viewed from the outside.

Internal structure rated distinctly lower than external. The two stairways from the first floor to the second in the old building are quite unsatisfactory. They have wood treads, in some cases covered with rubber, and so much other wood near them that they would quickly become hazardous in case of fire close to them. It is particularly important in buildings that are not thoroughly fire-resistant that the stairs are so constructed as to constitute a safe means of exit. They should be completely fire-resistive and enclosed in fire-resistant wells. The low headroom above the stairs in the elementary portion of the building is also undesirable. The construction materials in the corridors consisting of wood floors, wainscoting and ceilings are not acceptable in modern school buildings. At the present time, asphalt tile floors with glazed brick or other wainscoting that is not easily soiled, acoustic ceilings and upper wall are considered standard in corridor construction. There is little in the corridors to make them attractive. The one

feature of this sort is the pair of display cases in the high school portion. There are no separate lobbies and the corridors are too small to serve satisfactorily for this purpose. There should be an attractive main entrance to every school building, and also at the entrance to such a feature as a gymnasium and auditorium, an adequate lobby including display cases and bulletin boards. There are vestibules at the doors as is desirable. Interior walls are fairly good and the basement although much larger than it should be, and used for undesirable purposes, is in reasonably good condition. In quite a number of places in both the main building and the gymnasium unit, the group examining the buildings observed cracks and even holes in the plaster, peeling paint, warped and loose boards in floors and ceilings, and other points in need of attention.

The elementary school classrooms are of two sizes. If 900 square feet is taken as an acceptable minimum, and this figure is less than many educational authorities advocate, those of the large size are only about 80 per cent as large as they should be and the smaller ones only about 70 per cent. Classrooms for high school use may well vary somewhat in size, but some should be larger than any of those available. The classroom shapes are reasonably satisfactory. The amount of window area in the various classrooms varies from about two-thirds of what it should be, up to a satisfactory area. If windows are properly placed and extend to the ceiling or approximately so, they should have sufficient glass area to be somewhat more than 20 per cent as large as the floor area. Window shades are double as is desirable and in fairly good condition. Some of the rooms on the north have no shades which is an acceptable practice. Floors are wood, those in the high school rooms being somewhat better than those in the elementary school rooms. Wooden floors are acceptable though asphalt tile is now usually considered the ideal. Walls are plaster as are ceilings in the high school portion, whereas, in the elementary school portion they are of wood which is not at all accepted for this purpose. Every classroom in a none-fireproof building should have two doors situated well apart so as to constitute separate exits therefrom in case of necessity. Doors should have clear glass in the upper portion and be hinged so that when open they do not project into corridors, and diminish the area of the corridor passing space. In the elementary rooms, the doors are all of solid wood and four of the rooms have only a single door. The color scheme is buff throughout, a color which is satisfactory in itself. Modern standards call for variation in color scheme from room to room, with such colors as light blue, and light green, used in rooms that receive large amounts of sunlight, and warmer colors in rooms that receive less. Chalk boards are in general of proper height and in good condition, but are all black. Because such boards have such low refractive indices, modern standards call for those of a light color perhaps green or even tan, yellow, or cream. If black ones are used there should be provisions for covering them with sliding light screens when they are not in use. The bulletin board areas are very inadequate. There should be from 60 to 80

square feet in every room. Likewise the provision for built-in closets, cases and cupboards is much less than is needed. Storage facilities are more adequate in the high school than in the elementary rooms, but even there it cannot be considered satisfactory. Some of the elementary rooms have old style cloakrooms not adequately equipped, whereas in other cases, pupils must make use of hooks on the corridor walls which is never a satisfactory procedure. High school pupils make use of lockers placed in old style cloakrooms in their portion of the building and also of built-in lockers in the gymnasium. The latter are built of wood and not a satisfactory type.

All elementary rooms except the first grade are equipped with old style pupils' seats and desks, and there are some of this type in the high school. These are fastened in most cases on strips of wood. The latter is better than having them on the floor but neither the type of the seat nor the practice of fastening them is satisfactory. Modern practices indicate that individual moveable seats, which may be arranged differently from time to time, best conform to the activities to be carried on in a modern elementary school. The arrangement observed was essentially formal in rows all facing the front of the room.

The gymnasium which is also occasionally used as an auditorium serves both schools. As usual, such a combined facility is less satisfactory as an auditorium than as a gymnasium. The auditorium should be attractive in appearance with good decoration features. It should have permanent seats and good acoustic treatment. It does have a stage with both overhead lights and footlights and curtain but it is rather barren looking with little scenery, and with no convenient dressing rooms. As a gymnasium, the main floor is large enough and has a fair number of bleacher seats. It would be better if the bleachers were of the folding type and could be pushed back against the walls so as to make more floor space available for physical education activities. One item in the poor construction of the building was the floor. Consequently, there has been considerable difficulty with its warping and rotting. It was evident that it has been frequently patched, and it appeared doubtful if the floor would last through the current school year. It is desirable that drinking fountains were provided, but they are so near the edge of the basketball playing floor, and are unguarded, that it would easily be possible for players to injure themselves by running against the side of the fountain. The shower and dressing facilities are very inadequate. There is a single room which includes a shower booth with three shower heads, no lockers, a toilet stool, a lavatory, and one long bench. Apparently, the only place to leave clothes is on the bench or on the floor. Because of the crowded conditions, when the whole class is using this small room and the very poor shower booth, it was reported, that there is great difficulty in getting pupils, particularly girls, to make use of these facilities. There is no corrective room, examination room or swimming pool.

The high school library consists of shelves across the rear of the room now used as a study hall. These shelves are well filled with books. It is planned to free this room from the old type desks and seats with which it is now equipped and provide tables and chairs. If this is done and a librarian's desk, a magazine rack and a few other articles provided it will make a fairly good reading room. There should be adjacent to it, a workroom for use of the librarian and a conference room for small groups of pupils wishing to use library materials, but needing to carry on conversations that might disturb those working in the library proper. In the elementary school, the only library facilities existing were some shelves with books in the eighth grade room. The cafeteria is located in the basement of the old building. The room is equipped with long, rather narrow, tables, and benches which are not a satisfactory type of furniture. It has a poor ceiling, little daylight, and even though some attempts have been made to improve it, it is far from providing attractive surroundings in which to eat. Adjacent to it is a small kitchen only fairly well equipped. There is no pantry or convenient storage space for supplies.

The high school makes use of two laboratories in the group of rooms included in the gymnasium building. One of these serves for general science and biology, and the other for physics and chemistry. These have wood floors, which is fairly satisfactory in the first case, but is distinctly not so in a room used for chemistry. Such a room should have a floor of terrazzo or some other material highly resistant to acids. The same is true of all equipment in such a room. The general science biology laboratory is equipped with a small aquarium, a demonstration table, a sink, tables and chairs, and a fair number of cases and cabinets. There is no work bench, or combined work bench and drawing table, along one side of the room, and as a result there is little opportunity for pupils to participate in actual activities appropriate to such sciences. The physics and chemistry laboratory is equipped with gas, and water, some enclosed and some open shelving, and one fuel burner. This apparatus has a vent at the top but relies upon natural ventilation. Likewise, the whole laboratory needs better ventilation than it has.

The foods and clothing laboratories are also situated in this building. Both are small and they are unfortunately across the corridor from each other rather than adjacent. The food laboratory has a wood floor whereas it should have linoleum or perhaps some other smooth material. It is not adequately provided with unit kitchens for the accommodation of the number of girls in the class. There are two stoves and a single sink. The clothing room has an adequate number of both power and treadle machines, a triple mirror, and tables and chairs. There is, however, no fitting room and very little of the amount of space available can be screened off for this purpose. The natural light is good but the artificial light is very

poor. On the whole, neither the food or the clothing laboratory can be considered up to average. Other homemaking rooms such as living and dining rooms are totally lacking. No use is made of these rooms by the elementary pupils. Neither the high school or elementary school offers anything in the field of industrial arts. The elementary school has no special facilities for either science or art, and the high school has nothing for the latter. One of the rural schools that has been moved to this site is in process of being made into a band and chorus room. Several raised tiers have been installed for seats, false ceilings have been put in and there are three small rooms that will be made into two offices and a storage room for band instruments. At present, the building is quite unattractive but if the work is properly completed and the oil heating unit installed as is planned, it should provide rather adequate quarters for both types of music. It is to be used by both high and elementary schools. The chief objection to it, will be the necessity of pupils going out of doors to reach this room. The same condition exists with regard to going from the main building to the gymnasium unit, and also to the other rural buildings which have been moved in.

One room in the high school is used for typewriting and stenography. Though some work in bookkeeping is given there are no special facilities for it. A combined agricultural laboratory and classroom is now in the basement of the high school portion of the old building. The room itself is quite unsatisfactory but the amount of equipment is distinctly good. Farm mechanics is housed in a rented private garage near the school grounds. It is planned that the two at present unused frame school buildings at the rear of the main building are to be remade to serve the agricultural department. If this is well done, the quarters should be adequate as a temporary facility.

Reference has already been made to the combined study hall and library in the high school. The study hall appears to be adequate in size for the number of pupils who need to use it. Seats are old style fastened to the floor. This, however, is not so objectionable in a study hall as in a classroom. The study hall, the agricultural laboratory and classroom, and one elementary room are equipped for audio-visual use. In addition to these, the gymnasium should be so equipped and many educators believe that every room should have dark blinds and outlets so that pictures and slides can be used therein.

Administrative offices consist of a combined general office - reception room which is merely a portion of the second floor corridor of the high school partitioned off by a counter under which there is storage space, a private office for the superintendent at the rear of the office just mentioned. An office for the high school principal is located on the first floor of the high school portion of the building, one for the coach in the gymnasium, another in the same

building used by the band director, and what was formerly the principal's office on the second floor of the elementary portion of the building. Of these the superintendent's and principal's office are pleasant rooms fairly well equipped except that they have no toilets or lavatories. The other offices are not satisfactory. There is no supply room, no book room, although the school handles books, and no vault. Teachers have no rest rooms and the only workroom is a very small one in the elementary portion of the building containing a duplicator, and one or two other small items of equipment. There are no special pupils' rooms, no health suite, no sink and storage closet for the custodian and quite inadequate storage space throughout the buildings. The main storage space for large articles is in the attic which must be reached by means of a ladder, certainly a very inconvenient arrangement.

The two boilers which are situated together in the old building are inadequate to furnish sufficient heat in cold weather. There are no room thermostats and it is apparently difficult to furnish sufficient heat even in fairly mild weather to some portions of the building without overheating others. The gymnasium and the room used for typing and stenography were reported as being frequently cold. Ventilation is entirely by opening windows, and a gravity system which is never satisfactory at many periods of the year in this climate. Artificial lighting adequacy varies in different portions of the building, but in general in those rooms used by pupils there is approximately half as much as standards call for. Some unshielded florescent lights have been installed, which are not desirable. The water supply appears to be entirely satisfactory as to purity and amount. Drinking fountains are of a good type and there are some outside of the building as is quite desirable, but they are not sufficiently accessible at all places within the building. More lavatories for pupils use and more sinks are needed. Toilets are in the basement of the old building, a location only better than out-of-doors. The rooms themselves were rated no better than average. There are scarcely enough fixtures in them, they receive little natural light and sunshine, the cement floors are good but not ideal, and the walls and wooded partitions between stools are not sufficiently impervious. Moreover, they need special ventilation. The main building has brick inner, as well as outer walls, but the classroom portion of the gymnasium unit is of lath and plaster on the inside. Thus both buildings are far from being fire-resistant in their construction. Sufficient number of extinguishers are scattered through the building and they had been recently inspected. There is a fire gong but no fire hose. Several serious fire hazards were observed. The most serious is that in several places of the main building there are small closets under stairs in which combustible materials are stored. Such materials should by all means be removed from these closets. The ceiling above the boiler is not of sufficiently sturdy construction. It should be several inches of cement. The chimney is surrounded by

wooden wainscoting. Particularly in view of the fact that the chimney felt distinctly warm to the touch, this also constitutes a fire danger. The main building has three fire escapes: two of the slooping tubular type on the two sides of the elementary portion of the building, one of the tower type at the rear of the high school portion. The two slooping ones run immediately alongside the walls of the building passing by several windows, so that a fire in the downstairs rooms adjacent might easily heat them and make them unusable. The exit from the one at the rear is unfortunately located. It was apparently at least five or six feet above grade level originally. Moreover the exit is so close to the corner of one of the rural schools that has been moved there that a pupil coming out with too great force might easily injure himself by hitting it.

There is a telephone in the superintendent's and principal's offices. Additional telephone facilities should be installed in the gymnasium building. There is a centrally controlled program system for the high school. The rooms in both schools have clocks, but they are not synchronized. No special power provisions are needed. Cleaning is by brooms, brushes, and mops, no vacuum cleaner being used, There are no stokers for the boilers but there is an electrically operated truck for the removal of ashes. A boiler meter is provided.

Chapter V

FINANCING THE SCHOOL BUILDING PROGRAM

The consideration of the financial aspects of the Moweaqua Community Unit Schools involves the sources of income, the ability to support schools, local effort to support education, expenditure pattern and trends, and the bonded indebtedness.

As the Moweaqua Unit is in its first year of operation, figures of income and expenditures over a period of years are not available. It is fortunate that the former high school district coincides roughly with the new unit district and figures and reports of the former are complete and available. They will be used in this section, as will available figures of the Moweaqua elementary school district.

While past trends aid in the prediction of probable future trends, the primary emphasis of this section is based on the school district, as it now exists, and its financial potentialities for providing adequate modern school building facilities.

The Sources of School Income

In the State of Illinois the financial support of public education is provided from two principal sources. The major source of income is from the ad valorem taxes on local property levied by the local board of education within a limit prescribed by state law, according to the needs of the district. Ever since the establishment of the first constitution, state funds have been provided for the operation and maintenance of public schools. However, state funds have not been available for building purposes. Included in the distribution of state funds have been minor amounts granted indirectly through the state by the federal government.

While the financing of public education has been characterized by a shared support of local and state collected taxes, the principal burden has been the responsibility of the local community. Table VIII indicates the amount and percentage of income received from various sources according to the annual budget of the Moweaqua schools for the fiscal year 1948-1949. The percentage of funds received from local sources exceeds 90 per cent of the total income with less than 10 per cent being received from all other sources. The smaller percentage represents income from state and federal funds plus tuition receipts. The income from tuition for the present year will probably diminish in the coming years, as fewer tuition students are in the schools this year than ever before. After several years, and the stabilization of school district

TABLE VIII. SOURCES OF INCOME*
MOWEAQUA COMMUNITY SCHOOLS 1948-49

	Amount	Per Cent
State and Federal	$ 11,727.88	7.2
Local Funds	146,230.54	90.9
Tuition	3,066.13	1.9
Total	$161,024.55	

* From Annual Budget Figures, Board of Education, Moweaqua Community Unit, 1948.

boundary lines, the income from this source will probably be negligible.

Due to increased transportation facilities in the district and the use of state aid funds for exceptional children, the diminishing income from tuition sources will probably be offset by a slight increase in income from state tax funds.

Present indications are that the school income from state and federal sources will be increased to some degree in the future. State and federal legislation, now in progress, points toward increased state and federal aid to schools. Present legislative programs, however, are designed to aid districts with limited local resources, and as the Moweaqua district resources are fairly adequate no material degree of increase of federal or state funds can be anticipated. It is reasonable to assume that the proportion of income received from other than local sources will not be materially increased and the major financial support of public education will continue to be derived from local ad valorem property taxation.

The Ability to Support Schools

In judging the ability of the local district to support public education, several factors need to be considered. The principal factor is the taxable wealth of the district expressed as the total assessed valuation. The number of resident pupils to be educated in the schools is the second factor. In order to secure a figure for comparison with other districts, the total assessed valuation has been divided by the pupil enrollments, resulting in assessed valuation per pupil. In Table IX the total assessed valuations, pupil enrollment, per capita wealth, and rank of ten comparable unit districts are enumerated. These districts have been selected on the basis of the following criteria: first, they are all of similar pupil enrollment sizes ranging from 410 to 525 pupils; second, they are of similar geographical area, only the Stewardson-Strasburg unit exceeding 100 square miles; and last, all are unit districts located within the counties of which the Moweaqua district is a part.

The total assessed valuation of the various districts range from $9,183,563 to $14,854,008, with the Moweaqua district valuation representing approximately the mid-point between the two extremes. A comparison of the per capita valuation indicates a similar tendency. The lowest per capita valuation shown is $17,576.06 and the highest $30,641.06. The rankings of the various districts indicate that the Moweaqua district ranks seventh in the comparison of per capita assessed valuations of the group. Compared with other similar districts, it is apparent that the Moweaqua unit is not in as favorable a position to support public education as some of the neighboring units.

TABLE IX PER PUPIL ASSESSED VALUATION IN MOWEAQUA COMMUNITY UNIT DISTRICT AND NINE SIMILAR COMMUNITY UNIT DISTRICTS 1948-49

District	County	Total Assessed Valuation	Enrollment	Per Pupil Assessed Valuation	Rank
Argenta	Macon	$14,854,008.00	500	$29,708.02	2
Assumption	Christian	11,678,224.00	433	26,970.49	3
Blue Mound	Macon	13,175,657.00	430	30,641.06	1
Edinburg	Christian	9,183,563.00	425	21,608.38	8
Macon	Macon	12,723,347.00	465	27,362.04	4
Moweaqua	Shelby-Christian Macon	11,017,967.00	497	22,168.94	7
Niantic	Macon	10,507,894.00	488	21,532.56	9
Stewardson-Strasburg	Shelby	9,227,430.00	525	17,576.06	10
Stonington	Christian	9,696,410.00	410	23,649.78	5
Windsor	Shelby	12,032,320.00	512	23,500.63	6

From Christian, Macon and Shelby County Tax Figures of April 1, 1949.

The report of the State Advisory Commission on School Reorganization of March 15, 1949, including 197 new community unit districts indicates an average assessed valuation per pupil of $21,329.14. The Moweaqua unit average assessed valuation per pupil of $22,168.94 indicates that on a state wide basis the Moweaqua unit is in a better than average position to support public schools.

An examination of the total assessed valuation of the Moweaqua Community High School shows that a trend toward a slightly increasing assessed valuation exists in the district. As the Community Unit District boundaries and the former Community High School District boundaries are similar, this comparison is reasonable. Table X indicates the assessed valuation of the Community High School District for the years 1939-1949. During the period 1939-1943 the assessed valuation was stable and was followed by a sizable increase in the year 1943-1944. After this a decrease occurred but did not return the assessed valuation to the original 1939 figure. The 1947-1948 increase is attributed to the state legislation to equalize assessment ratios throughout the state. The 1948-1949 figure represents a gain of approximately one-half million dollars over the previous year.

The assessed valuation for the coming tax year (1949) will show a gain due to the opening of the oil field in eastern Christian County which is located within the school district boundaries. While the exact nature of the increase in valuation of the school district is not known, conservative estimates indicate that the additional valuation from this source will raise the total assessed valuation of the school district by at least $2,000,000.

Local Effort to Support Education

Although the assessed valuation of the district in relation to the number of pupils enrolled is an indication of the local ability to support schools, the extent that local funds can be secured is limited by two factors. One of the limiting factors is the statutory limitations of legal enactments in the form of maximum tax levies, and the other is the willingness of the local community to extend sufficiently high levies to assure good educational facilities. The maximum rates which may be extended for community unit districts against the valuation without referenda, are as follows: educational fund rate, $1.00 per $100.00 of assessed valuation, and building fund rate, 25 cents per $100.00 of assessed valuation. An educational fund rate of 83.6 cents and a building fund rate of 25 cents (12.5 cents bond retirement and 12.5 cents building fund) has been extended over the Moweaqua district for its 1948-1949 financial support.

A comparison of rates extended in similar districts is presented in Table XI which shows tax rates extended for educational funds

TABLE X. TOTAL ASSESSED VALUATIONS FOR THE MOWEAQUA COMMUNITY HIGH SCHOOL DISTRICT FOR THE YEARS 1939-1949

Year	Valuation
1939-40	$ 3,178,085.00
1940-41	3,178,085.00
1941-42	3,178,085.00
1942-43	3,178,085.00
1943-44	3,920,058.00
1944-45	3,900,000.00
1945-46	3,500,000.00
1946-47	3,370,000.00
1947-48*	10,547,359.00
1948-49**	11,017,967.00

* Increase to 100 per cent valuation by Butler Bills

** Community Unit District Total Assessed Valuation

Source: Moweaqua Schools Annual Reports

TABLE XI. TAX RATES FOR EDUCATIONAL AND BUILDING FUNDS IN MOWEAQUA COMMUNITY UNIT AND NINE SIMILAR COMMUNITY UNIT DISTRICTS, 1948-1949

District	Education		Building		Bonds	
	Rate	Rank	Rate	Rank	Rate	Rank
Argenta	.7040	10	.0072	10	.0090	8
Assumption	1.0000	1	.1870	5	.0050	9
Blue Mound	.9000	7	.1440	6	-----	10
Edinburg	1.0000	1	.2250	2	.0250	4
Macon	.9920	5	.1170	8	.0110	7
Moweaqua	.8360	9	.1250	7	.1250	2
Niantic	.8500	8	.2365	1	.0135	6
Stewardson-Strasburg	1.0000	1	.0625	9	.2580	1
Stonington	.9540	6	.2250	2	.0150	5
Windsor	1.0000	1	.2050	4	.0450	3

and building (divided into building and bond rates) funds. The range of the educational fund rates is from 50 cents per $100.00 of assessed valuation to the maximum provided by law. Eight districts have levied educational fund rate extensions larger than that of Moweaqua. However, additional educational funds can be secured for the Moweaqua schools when such are needed. Building fund extensions range from 1 cent per $100.00 of assessed valuation to 32 cents per $100.00 of assessed valuation for the combined bond and building fund rate. For the bond rate, Moweaqua ranks second among the units compared and seventh in the comparison of building fund rate. In the comparison of total building fund extensions Moweaqua and five other districts enumerated levied the maximum building fund rate.

The trend toward increasing tax levies is indicated in Table XII which shows the average tax levies made by common school districts of the Moweaqua area over the period 1938-1946. The Table shows a constantly increasing average tax levy through the years until 1945-1946, when it decreased slightly. The increase in average tax levies for these districts indicates the willingness of the schools to increase local support of education when necessary. In the village of Moweaqua, tax levies for the elementary schools have been at the maximum level established by law, or after a special referendum, above that figure.

Expenditure Patterns and Trends

Incomplete records of common school districts, plus the circumstance that the Moweaqua unit is contained in three counties, causes some difficulty in assembling data on school costs. Inasmuch as nearly 50 per cent of the present Community Unit District enrollment is resident in the village of Moweaqua, figures from the Moweaqua schools are a reasonable index of expenditure patterns and trends.

Table XIII shows the per capita cost of public education in the Moweaqua elementary school over a period of years. No regular pattern has been established over a period of years and fluctuations in per capita cost do not conform to the rise in prices experienced during the war years. The unusually large increase in 1947-1948, is attributed to the provision for additional facilities under an elementary school reorganization program. The additional facilities included provisions for the transportation of all students living at a distance from school.

Table XIV indicates the per capita cost from 1939-1940 to 1947-1948 in the Moweaqua Community High School. The trend expressed parallels generally the increase in wages, teachers' salaries, and supplies experienced generally during the period 1939-1948. The cost of education per secondary school student was doubled during the ten year period.

TABLE XII. AVERAGE TAX LEVIES IN COMMON SCHOOL DISTRICTS NOW A PART OF THE MOWEAQUA COMMUNITY UNIT

Year	Average Education and Building Fund Rates
1938-39	.34
1939-40	.40
1940-41	.48
1941-42	.57
1942-43	.66
1943-44	.76
1944-45	.83
1945-46	.825

TABLE XIII. PER CAPITA COSTS FOR THE MOWEAQUA ELEMENTARY SCHOOL

Year	Per Capita Cost
1938-39	$ 85.60
1939-40	128.73
1940-41	108.72
1941-42	86.16
1942-43	75.69
1943-44	69.19
1944-45	82.07
1945-46	99.89
1946-47	98.28
1947-48 *	147.01

* Operated as a consolidated school.

TABLE XIV. PER CAPITA COSTS FOR THE MOWEAQUA COMMUNITY HIGH SCHOOL 1939-48

Year	Per Capita Cost
1939-40	$ 128.28
1940-41	162.04
1941-42	174.59
1942-43	159.94
1943-44	203.80
1944-45	226.00
1945-46	209.00
1946-47	210.00
1947-48	251.00

Available figures concerning expenditure trends of the Moweaqua Community High School are presented for the six year period 1942-1948 in Table XV. This data is for the educational expenditures and shows the same pattern indicated in study of per capita costs. Expenditures for instruction and salaries show the most marked degree of increase.

Present price trends indicate that both the price of goods and wages are tending to become stabilized at the present time. Should this tendency continue, it is reasonable to expect that the costs of school supplies and teachers' salaries will not increase. Due to the increased enrollment in the schools and the provisions being made for additional services and facilities in the schools, it is most likely that the cost of public education will continue to increase.

Bonded Indebtedness

The total bonded indebtedness of the Moweaqua Community Unit District at the present time is shown on the bond amortization schedule listed as Table XVI. The total amount of bonds to be paid as of the year 1949 totals $169,000.00. The former high school district bonds were issued in 1946, for the purpose of constructing a new high school building. A site has been purchased and improved with a portion of these funds, and the balance remains to be used for construction of the building. Additional bonds for the amount of $8,000 issued by former District Number 177 also are a debt of the unit.

Each Illinois school district is limited by statute to a maximum bonded indebtedness no greater than 5 per cent of the total assessed valuation. Since the assessed valuation of the present unit district is $11,017,967.00, the district is limited to the maximum bonded indebtedness of $550,898.35. Under ordinary circumstances, it would be unwise to bond the district for the full amount. Considering that the district assessed valuation will probably be increased during the next fiscal year by nearly 20 per cent it would not be unreasonable to bond the district to the full statutory limit at this time. Table XVII indicates a projected amortization schedule for the amount of $380,000.00 which in addition to the present bonded indebtedness would make a total bonded indebtedness of $549,000.00 for the district. The amortization schedule extends over a period of 20 years at an interest rate of 2½ per cent. The present and projected amortization schedules are combined in Table XVIII.

According to Mr. I. D. Baker, Superintendent of Schools, approximately $155,000 remains of a previous bond issue to construct a new high school building. This sum added to the projected

TABLE XV. CLASSIFIED EXPENDITURES FOR MOWEAQUA COMMUNITY HIGH SCHOOL DISTRICT 191 FOR SIX-YEAR PERIOD 1942-48

	1947-48	1946-47	1945-46	1944-45	1943-44	1942-43
General Control	$ 1,819.61	$ 864.75	$ 1,052.45	$ 1,463.82	$ 1,165.07	$ 2,765.73
Instruction	35,742.22	29,673.27	25,394.51	23,256.65	22,585.46	18,219.90
Salaries	32,650.00	27,686.83	23,763.21	21,575.56	21,126.53	16,743.58
Operation	1,744.06	1,311.72	841.61	569.04	479.43	4,864.36
Maintenance	1,371.28	290.41		159.04		
Auxiliary Agencies	2,146.85	7,446.71	4,258.28	4,914.70	3,128.56	135.52
Transportation		4,355.90	3,769.82	3,327.32	2,552.92	
Fixed Charges	6,702.89	3,559.78	4,972.67	7,509.30	2,467.04	1,235.77
Total	$46,486.91	$43,164.64	$36,519.52	$37,872.96	$29,825.56	$27,228.86

TABLE XVI. PRESENT BOND AMORTIZATION SCHEDULE FOR MOWEAQUA COMMUNITY UNIT DISTRICT 6A

Year	Old District 191	Old District 177	Total	Total Levy Needed for Bonds and Interest
1949	$ 8,000	$2,000	$ 10,000	$ 13,460
1950	8,000	2,000	10,000	13,040
1951	8,000	2,000	10,000	12,830
1952	8,000	2,000	10,000	12,520
1953	8,000		8,000	10,260
1954	8,000		8,000	10,100
1955	8,000		8,000	10,940
1956	8,000		8,000	10,760
1957	9,000		9,000	10,580
1958	9,000		9,000	11,400
1959	9,000		9,000	11,200
1960	10,000		10,000	11,000
1961	10,000		10,000	10,800
1962	10,000		10,000	10,600
1963	10,000		10,000	10,400
1964	10,000		10,000	10,200
1965	10,000		10,000	10,000
1966	10,000		10,000	10,000
Totals	$161,000	$8,000	$169,000	$200,090

The original bond issue for district 191 was for approximately $168,000.

TABLE XVII. PROJECTED BOND AMORTIZATION SCHEUDLE FOR MONEAQUA COMMUNITY UNIT DISTRICT 6A

Year	Bonds Due	Interest Due	Total
1950	$ 18,000.00	$ 9,500.00	$ 27,500.00
1951	18,000.00	9,050.00	27,050.00
1952	18,000.00	8,600.00	26,600.00
1953	18,000.00	8,150.00	26,150.00
1954	18,000.00	7,700.00	25,700.00
1955	18,000.00	7,250.00	25,250.00
1956	18,000.00	6,800.00	24,800.00
1957	19,000.00	6,350.00	25,350.00
1958	19,000.00	5,875.00	24,875.00
1959	19,000.00	5,400.00	24,400.00
1960	19,000.00	4,925.00	23,925.00
1961	19,000.00	4,450.00	23,450.00
1962	19,000.00	3,975.00	22,975.00
1963	20,000.00	3,500.00	23,500.00
1964	20,000.00	3,000.00	23,000.00
1965	20,000.00	2,500.00	22,500.00
1966	20,000.00	2,000.00	22,000.00
1967	20,000.00	1,500.00	21,500.00
1968	20,000.00	1,000.00	21,000.00
1969	20,000.00	500.00	20,500.00
Total	$380,000.00	$102,025.00	$482,025.00

TABLE XVIII. COMBINED PRESENT AND PROJECTED
AMORTIZATION SCHEDULE FOR
MOWEAQUA COMMUNITY UNIT DISTRICT 6A

Year	Bonds Due	Interest Due	Total Payments
1949	$ 10,000	$ 3,460	$ 13,460
1950	28,000	12,540	40,540
1951	28,000	11,880	39,880
1952	28,000	11,120	39,120
1953	26,000	10,410	36,410
1954	26,000	9,800	35,800
1955	26,000	10,190	36,190
1956	26,000	9,560	35,560
1957	28,000	7,930	35,930
1958	28,000	8,275	36,275
1959	28,000	7,600	35,600
1960	29,000	5,925	34,925
1961	29,000	5,250	34,250
1962	29,000	4,575	33,575
1963	30,000	3,900	33,900
1964	30,000	3,200	33,200
1965	30,000	2,500	32,500
1966	30,000	2,000	32,000
1967	20,000	1,500	21,500
1968	20,000	1,000	21,000
1969	20,000	500	20,500
Total	$549,000	$133,115	$682,115

issue of $380,000 would result in a total of approximately $535,000 available for construction purposes. This amount is suggested in the concluding section of the report as an estimate of the projected construction and alterations.

Chapter VI

MAJOR CONCLUSIONS AND RECOMMENDATIONS OF THE STUDY

The basic information compiled during the survey is embodied in the preceeding five chapters of the report. The major conclusions of the study are derived from this data and are presented in this section, and form the basis for the proposed building program.

The conclusions and recommendations are presented on the basis of the present area and needs of the district. Alterations of the district area or program of the school, might necessitate a change in the nature of the building program. The need for flexibility in the proposed program and structures should constantly be kept in mind.

The Major Conclusions

I. The Community

1. The Moweaqua Community consists of the town of Moweaqua and the surrounding agricultural area with a total population of approximately 3,000 persons.

2. The economic livelihood of the people is derived chiefly from agriculture.

3. The community is somewhat conservative in nature, but has demonstrated a willingness to provide for the educational, religious, and cultural needs of the people.

4. Except for a period following the closing of the coal mine, the community has shown a steady normal growth in population.

5. The majority of the people are of similar ancestral backgrounds. There are no colored people, and only a few foreign born residents in the community.

II. The School Population

1. The area of the school district will probably remain as it is with little possibility of increase or decrease in school population additions or detachments of territory.

2. A total of 488 students were residents in the district during the school year 1948-49. Of these 43.4 per cent were urban residents and 56.6 per cent were rural residents.

3. Of the high school population, all are within a ten mile radius of the high school. Only 14 per cent of the resident elementary school students live beyond a five mile radius of the Moweaqua Elementary School.

4. The school population may be expected to reach a peak enrollment of 450 pupils in grades 1-6, in 1953-54. In grades 7-12, the peak enrollment of 350 pupils will probably be reached in the school year 1959-60.

5. Should kindergarten facilities be provided in the schools, the elementary school enrollments will be increased by approximately 100 pupils of which probably 80 will attend kindergarten.

III. The Educational Program

1. The stated philosophy of the Moweaqua schools shows a tendency in keeping with modern educational practices. The possibilities of effecting a modern school in Moweaqua have been limited by physical plant limitations and inadequate equipment.

2. The type of grade organization most effective according to the size of the unit, and financial ability would be the 6-6 or 1-12 plan. Arrangements for separation of building areas for grades 1-6 and 7-12 inclusive with mutual sharing of common facilities such as cafeteria, auditorium, gymnasium, special rooms and services, would result in considerable economy of building space.

3. The addition of kindergarten classes to the school services should be anticipated and provisions made for this service in the building program.

4. The elementary school program does not include a sufficient number of activities, now considered essential in the modern elementary school, and this is attributed principally to a lack of space. The elementary classroom should contain at least 900 square feet but few of the present rooms contain more than 750.

5. The extension of educational facilities should include additional provisions for the education of exceptional children.

6. The development of the educational program in the high school necessitates provisions for more adequate facilities in explorative courses at the junior high school level.

7. Questionnaire studies reveal that only 25 per cent of the graduates enter college and a need exists for more adequate courses to prepare the other 75 per cent with a means of earning a livelihood. Other replies indicate a need for additional facilities for developing an effective personality, for living healthfully and safely, managing personal finances wisely, spending leisure time wholesomely and wisely, taking an effective part in civic affairs, preparing for marriage, homemaking and parenthood, and making effective use of educational opportunities.

8. The modern school should provide facilities for education of the adult members of the community according to their needs, desires, and abilities.

9. Adequate facilities should be provided by the school for the conducting of community activities, especially when such facilities do not exist elsewhere in the community.

IV. School Housing Facilities

1. The present school housing facilities are inadequate to carry on a modern program of education. The rating of the buildings (400 to 500) indicates that there is serious doubt as to their continued usefulness. Buildings included in this group generally should be abandoned quite soon, and in only a few cases is it wise to spend funds improving them.

2. The present school site is well located in a residential and county area. However, the site is too small in size for a modern school. The accessibility of the site for rural and urban students is excellent.

3. The present school buildings contain definite fire hazards and the fire escape facilities should be improved.

4. Auditorium, gymnasium, and cafeteria facilities are inadequate for the present school needs. In an expanded program they would become even more inadequate.

5. Facilities for the specialists of the modern school, such as the school nurse, speech correctionist and counselor are lacking in the present school buildings.

V. Financing The School Building Program

1. The principal source of income of the school district is derived from local ad valorem property taxation to the extent of 90 per cent of the total income, in contrast to 10 per cent from all other sources. This proportion is not likely to change to any marked degree in the future.

2. The assessed valuation of the district, $11,017,967.00, in relation to the number of pupils in the district is adequate to support a modern program of education. Moweaqua ranks below average in per pupil assessed valuation when compared with neighboring units, but above the average in comparison with community unit districts in the state as a whole.

3. The total assessed valuation of the district will likely be increased by nearly 20 per cent in the coming tax year, due to the development of an oil pool within the district.

4. The community indicates a willingness to lend financial support to public education, as is evidenced by increasing tax levies, and favorable voting on school propositions presented to the electorate in the past.

5. In comparison to similar units the tax levies for educational and building funds are below the average rate, and only in the tax levy for bond retirement has Moweaqua ranked above average.

6. School costs have been nearly doubled during the past 10 years, and this trend is exhibited in Moweaqua. The present trend is toward a stabilization of expenditures at approximately the present level.

7. Projected additional facilities for needed special services in the schools will cause a slight increase in future school costs.

8. The present bonded indebtedness of the Moweaqua unit totals $169,000.00 and of this amount approximately $155,000.00 is yet unexpended.

9. The constitutional limitation of bonded indebtedness of the district amounts to $550,898.13.

10. The survey staff believes that the newly formed unit may safely bond its property over a 20 year period to provide for a $535,000.00 building program.

A Building Program For The Moweaqua Community Unit District

Following a careful consideration of the underlying factors of the previous section, the survey staff recommends the long term building program which follows. The program is designed to meet adequately, as far as finances will permit, the needs of the district. It is designed to furnish children with modern functional housing

and yet to utilize to the greatest possible degree the present physical plant.

Every program of building expansion and improvement should be presented in the form of a long term program. For this reason the recommendations are presented in the form of immediate and future needs.

The recommendations suggest in general terms the nature and types of buildings proposed. The details of arrangement and construction should result from a series of conferences of teachers, administrators and citizens in consultation with the School Board and the architect. Public funds expended for improved educational facilities remain in the community and are returned in the form of an improved and enlightened citizenry of the future.

Recommendations

General

I. It is recommended that the grade organization for the Moweaqua unit be a grade 1-12 or modified 6-6 type of organization with the entire physical plant at a single site. The following advantages in this type of organization will be gained:

1. Duplication of facilities such as home economics, shops, art and drawing and library is avoided. The cafeteria, gymnasium, auditorium, health and special services can be shared, resulting in an efficient and economical use of facilities.

2. The maintenance and operation cost of a single plant at the same site will result in greater economy.

3. Transportation of students to the same site will result in diminished transportation expenses.

4. Travel expense of administrators, supervisors and special teachers' such as music and physical education will be eliminated and a saving in teachers time devoted to travel can be advantageously used in additional student instruction.

5. By judicious planning and scheduling the elementary and secondary school areas can be maintained as separate schools within the same building.

6. The transition from elementary to high school life can become an easy, gradual, evolutionary process resulting in fewer pupil drop-outs under this plan.

7. Equal and improved educational facilities are more easily attained when all students are educated at a central unit school.

II. It is recommended that the present site be expanded to the east and north and remain the permanent location of the Moweaqua Elementary and High School. A total acreage of 20 acres is considered desirable. This recommendation is justified by the following conditions.

1. The present site is high and dry and has adequate sewer and water connections. The proposed High School site to the north of the town is located adjacent to the highway and railroad, and these conditions would result in hazardous crossings of pupils. In addition, a certain amount of noise would cause distraction in the school. The site is on low ground and in wet weather, water constantly stands on parts of the play area.

2. The environment of residential and country area is quiet and free from traffic hazards.

3. It is nearer the geographical center of the district and the village resulting in greater convenience to all students.

4. Retention of the present site would make possible the convenient use of any existing facilities by either elementary or high school students until the time that improved facilities are available.

Building (Immediate)

III. It is recommended that a secondary school building unit designed to accommodate approximately 325 students in grades 7 to 12 inclusive be constructed on the expanded site a short distance east of the present building.

1. The building should be a one story unit of the modern utilitarian type of expansible design and contain approximately 22 rooms, in addition to an auditorium and cafeteria, and have a capacity of 325 students.

2. The building should include the following facilities:

a. An auditorium, capable of seating 400 persons, accessible for community as well as school functions. Complete stage facilities and dressing rooms should be provided.

b. Cafeteria and kitchen facilities to provide service for 200 persons. Provisions for student and community social gatherings should be considered in planning the cafeteria.

By careful planning and selection of equipment these rooms can serve the functions needed.

c. An industrial arts shop equipped with hand tools and simple machines for the presentation of general shop courses.

d. An agricultural shop equipped to teach such skills as are needed in maintaining the buildings and equipment used in general farming.

e. An agricultural classroom.

f. A combination art and mechanical drawing room equipped and located so as to be accessible for all grades.

g. A commercial department consisting of a bookkeeping and typewriting room, plus adequate storage space.

h. A home economics department including clothing and food laboratories, dressing room and dining space and equipment.

i. A science department consisting of one laboratory and a classroom equipped with a demonstration desk.

j. A music department consisting of a central room with 2 adjacent small practice rooms and space for instrument storage.

k. A library equipped with student tables and chairs accommodating 75 students. An adjacent library workroom for marking, preparing and cataloguing books should be provided.

l. A health suite consisting of examination room, nurse's office, and student resting or isolation rooms should be included.

m. An office suite consisting of waiting room, general office, workroom, and private offices for the high school principal and unit superintendent.

n. A teacher's lounge with conveniently located rest rooms.

o. Adequate facilities for using visual aids selected according to a plan best suited to local needs. To so equip each classroom would be ideal but prohibitively expensive. A number of strategically located classrooms equipped for visual aids plus the auditorium, should be satisfactory to carry on the visual aids program.

3. It is estimated that the cost of this building would total approximately $500,000 at the present price of construction.

IV. It is recommended that the present school building be reconditioned at a minimum cost to provide more adequate temporary educational facilities for the elementary school. No major alterations should be made; however, certain means should be taken to insure the health and safety of the pupils.

1. The changes necessary are as follows:

   a. The installation of more adequate lighting fixtures to provide a sufficient degree of artificial light to insure healthful conditions for student vision.

   b. The installation or renovation of heating and ventilating facilities to meet minimum health requirements.

   c. The reduction of fire hazards at present existing in the building.

2. It is estimated that the cost of these alterations and improvements will be $20,000.00.

Building (Future)

V. It is recommended that an elementary school unit be added to the high school unit described in Recommendation III.

1. The building unit should be of modern utilitarian type of expansible design connected with and structurally comparable to the high school.

2. It should contain 15 classrooms of not less than 900 square feet each, and accommodate a pupil load of approximately 400 students in grades 1 to 6 inclusive, plus the kindergarten enrolling approximately 80 students.

3. In addition it should include the following features:

   a. A large gymnasium arranged for a division by folding doors into two smaller gymnasiums, providing separate facilities for boys and girls of both elementary and high school.

   b. An activity room for use as a small auditorium equipped with stage, and seating approximately 50 persons.

   c. An activity room equipped with simple shop tools to be used in constructing larger projects of the elementary school.

d. A curriculum library with storage provisions for equipment and materials used occasionally in elementary teaching units.

4. The cost of this project is estimated at approximately $500,000 at present building costs.

Outcomes of the Program

The ultimate objective of the building program is to secure a modern school plant, providing equal educational opportunities for all pupils of the district at a reasonable cost. This can most easily be attained, without duplication of equipment and services, by the centralization of educational facilities at a point nearest to the center of total pupil residence.

Completion of the entire program would result in a single building housing all pupils. The building would be a one-story structure of such design as to utilize all facilities to the best advantage. One unit of the building would contain the rooms and services for grades 1 to 6, and the kindergarten, and used by the elementary school only. A corresponding unit would contain those features used by the high school only. The central portion of the building would include those facilities used jointly by the elementary and high school such as, offices, auditorium, gymnasium, and cafeteria.

Present crowded conditions of the Moweaqua schools would be relieved upon the completion of the unit described in Recommendation III. All students in grades 1 to 12 of the district could then be housed at the central site.

The increased facilities available would assure a modern secondary school program for grades 7 to 12 inclusive. A program of adult education could be initiated and adequate facilities would be available for community functions.

The improvements of the present school building would result in an increased number of rooms available for grades 1 to 6 inclusive. Class sizes could be reduced and crowded rooms relieved so that additional time and space would bring more modern elementary educational practices. It is possible that space would then be available to initiate a kindergarten program.

The completion of the secondary unit would permit the establishment of additional needed services, such as those of the school nurse, speech correctionist, and art and music supervisor.

The completion of the elementary school unit would give the community a physical plant adequate to provide a modern program of

education for all grades with provisions for a kindergarten and an adult education program. Space and facilities for community meetings and entertainments would also be available.